

The WESTERN SCHOOL JOURNAL

Noble, Alice A.

BIRTLE

— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

MARCH

To-day I saw the catkins blow,
Altho' the hills are white with snow;
While throistles sang, "The sun is good"
They waved their banners in the wood.

They come to greet the lurking spring
As messengers from Winter's King. .
And thus they wave while Winter reigns,
While his cold grip still holds the plains.

Oh, tho' the hills are white with snow,
To-day I saw the catkins blow!

—Dorothy Una Ratcliffe.

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The Western School Journal

VOLUME XXIII.

NUMBER 3

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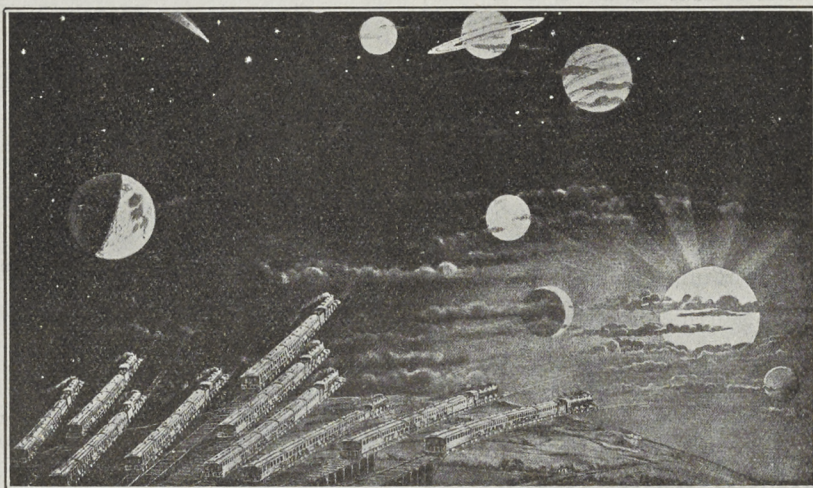
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Terms of Subscription

PRICE—Per year, in advance, \$1.00; single copies, 15 cents.

POST-OFFICE ADDRESS—Instructions concerning change of address, or discontinuance of subscription should be sent to reach us before the first of the month when they are to go into effect. The exact address to which the paper is directed at the time of writing must always be given.

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The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XXIII.

WINNIPEG, MARCH, 1928

No. 3

Editorial

HOME WORK

The question turned on homework for school pupils, and there is no doubt where the parents stood in the matter. They were loud in their complaints and indignant. No matter what other parents believe these fifty men were sure of their ground and they were going to let the world know it.

"My children even in the elementary grades are loaded down with it. Those who take their school seriously have no time to themselves, and they are doing nothing at nights but worrying. They see failure ahead if they don't work and life is to them nothing short of terrorism."

"I have three children in high school and each teacher gives them enough work for a whole evening. As a result they never do anything well. They are not learning at all, but just picking up crumbs here and there in the hope that they will have something to produce at examination time."

"The worst thing about it is that we have to try to do all the teaching. If they have exercise 26 in school, they are given at home exercises 27 and 28, containing new problems which they are unable to attack. We have to forget we are parents and we become teachers. Maybe it is a good thing for us, but it is not fair to the children. The teachers are engaged for that purpose. In our district we are all in the tutoring business. It wouldn't be so bad if the home work were an application of what the pupils learned at

school—say a continuation of exercise 26."

"Of course, there is a difference in schools and in teachers, but I have found the practice very general. Why should there be home-work for children in the elementary school anyway? Are not five and one-half hours a day enough for school studies if the children are working well? If they are not working well is the giving of home-work the way to correct the fault?"

These things were said, perhaps not in these exact words, but in substance. What is to be said in reply?

First, with regard to the elementary grades the practice is not so common as indicated. Yet now and again one meets a cross-grained pusher who overloads the children with night tasks. She is afraid her classes will fail at examination unless every day each member produces his "tale of bricks." This is of course indefensible. The over-zealous pupils (and there are some in every school) hurt themselves, and the non-ambitious either plague their parents or form bad habits of working. On the whole they gain nothing from their effort. Pupils in rooms where no compulsory home work is given do just as well at the half-yearly tests. Often they do much better. This is not a wild saying but a demonstrable fact. This is not saying that there should be no home work in the grades. Where the spirit of a school is right the pupils of their own accord will seek home

work. It will always be work they can do themselves or at least try to do. It is work related to the lessons they have had in schools. In a rightly taught school there is a constant demand by the children for work of this kind. Sometimes they will gladly keep at it for hours, sometimes they will get through in a few minutes. They know "the pride of performance" and they are only too glad to have something to do. A teacher who says, "Huh!" to this is simply showing that she is approaching her work in the wrong way. Speaking generally, good work is not the result of compulsion, but of impulsion. A teacher who gets at the hearts of the pupils never has difficulty. Her pupils will always do home work, but it will be of the kind that they can do alone or take pride in showing to their parents. She who is a mere task-master is bound to have trouble—both with children and parents. There is no way to escape it.

"But should children not learn to work alone?" asks an indignant teacher "Isn't that the very essence of education?" Certainly it is, but when pupils are assigned work in amount and spirit as indicated by the parents just quoted, the children neither work nor work alone. There is gladness in work. There is torture in drudgery. There is pride in the feeling of self-mastery. There is abasement in a feeling of helplessness. Really there is everything to be said in favor of self-imposed tasks but nothing in favor of the home work so openly criticized by the indignant parents.

Of course all parents are not indignant. Time and again one meets with those who ask home work for their children so that they can be kept in the house at nights. That is another problem, and does not call for solution here. The parents are wrong.

Is it not true that a child's progress depends upon what he does and how he does it? In school a good teacher considers both what and how. In the home the method is often secondary and often totally different from that

employed in school. Children unlearn habits they have begun to form and are often the worse for the hours they have spent. A little supervised study in school is worth more than much unsupervised effort out of school.

In every elementary school the principal should know what is being done in this matter. Where there is a weekly meeting of teachers there is an opportunity of discussing such problems. Where there is no such meeting things go astray. Often the unreasonable assignments of one assertive teacher damns the whole school and indeed a whole school system. No teacher is free to do as she likes in everything. She must of necessity consider the effect of her practices upon others. In the two fields of government and assigning of home work an individual teacher may do untold mischief. It is not out of place to offer this suggestion.

Now, it is not quite the same in the management of the high school. Here children might be expected to do a little work alone. It is absurd, however, for each teacher on a staff to give enough for the whole evening. The principal is clearly at fault here. In all probability there is no teachers' meeting where such problems are fully and freely discussed. It is unthinkable that there should be a school without such a meeting, but even unthinkable things are in existence. It is surely not to the credit of teachers that true pedagogical procedure should be more clearly discerned by parents than by themselves. Yet that parent who made references to exercises 26, 27 and 28, was substantially correct. So was that other parent who wrote this note to the teacher—"Every night you give work to my children. I teach them and you hear the lessons next day. If it makes no difference to you, I wish you would do the teaching and let me do the hearing."

Really, in this matter some of the profession have to wake up. It will not do much good to get angry about it, nor will it do to take the matter

lightly. Many parents are annoyed, and rightly so. What might be a glorious opportunity for self-development, becomes a dreaded hour in many homes. What might be a welcome adventure in learning becomes grievous boredom. Why not breathe into home work a new spirit?

Dr. Alexander McIntyre

Death has called another leader of the teaching profession. Suddenly and without warning he passed away on the evening of February 15th at his residence on Maryland Street.



He was one of the most widely known and best loved members of the teaching body in the province, having resided here for upwards of thirty-five years and having filled varied offices with distinction. He was teacher in the Collegiate Institute, Brandon, later an inspector of public schools, and during the last thirty years, vice principal of the Provincial Normal School, Winnipeg. During his term of service he edited text-books in Arithmetic, Geography, Elementary Science, and History of Education, and these were in use for many years.

He was deservedly popular with his students, for he was thorough in everything, and strictly impartial in his decisions. Though his zeal for accuracy made those who were inclined to neglect their work a little uneasy in class, before the end of the session they learned to appreciate the kindness and sense of humor that he possessed in a marked degree. His teaching was of such a kind as caused his pupils to be his friends long after they left his classes.

Dr. McIntyre was more than a school-master. In Masonic circles and Church circles he was a recognized leader, and this has not only aided him personally but enabled him to extend his influence more widely. It also gave him an opportunity to show that it is possible for a teacher to be more than a mere school-master. Because of his varied duties he was called upon frequently to address public gatherings, and he was quite an attractive speaker. In private life he was one of the most agreeable companions one could find. In all his dealings he was upright, in all his thinking fair.

The profession in Manitoba has been honored by having him as a member, and it will remember for years to come the high service he has rendered.

The New Meaning of Art

In the New Curriculum there is a section on page 293 that should give relief to many teachers who do not possess what is generally understood as artistic talent, but who may have something that is of much greater value. It is indicated that in addition to color study, study of design, drawing, lettering and study of pictures for appreciation, there may be in every school training in that art which finds expression in daily life.

The care of the person, of the school, the home and the community, all call for exercise of taste, and in this field every pupil may exercise his judgment. It is more important that one should dress in good taste, cultivate a

charming manner, keep his room in order, and act becomingly in the presence of others, than that he should be able to draw pretty pictures, or paint ornamental designs. In school there is every opportunity for the development of taste—in the care of the lobbies, the piling of books in the desks, the decoration of the school the dusting and sweeping, the writing on the blackboard, the covering of books, the care of the playground, the preservation of property. In later life the pupils will not thank the teacher chiefly for lessons in drawing, but for

the development of an attitude to the beautiful in all that pertains to daily life. From this point of view lessons on selection of dishes, arrangement of the table, appearance of a room, lay out of grounds, architecture of a building may mean more to children than most lessons in school. Teaching is more than following a traditional programme. It should mean such a development of life as will make adult life more pleasurable, profitable, and enduring. The man who has and who appreciates the beautiful in everything is never lonely.

A EUROPEAN TRIP

Winnipeg—with winter on its last legs (why not be optimistic?) and summer vacations in the offing, Canadians are beginning to plan trips to Europe and the railways and steamship companies are making their preparations. Arrangements have been completed between the Canadian National Railways and the White Star line for the third annual personally conducted tour of Europe, which will commence on July 7, when the Laurentic sails from Montreal. A great many western Canadians, including school teachers, who are always good summer travellers, are already paying some attention to their bank accounts, and are making inquiries about the itinerary. It is an interesting one. After eight days on the ocean, the motor coach trip throughout England and Scotland will commence. The English Lakes, Carlisle, and some of the other historic spots close by will be visited on the first day; a trip through the Burns country will wind up at Glasgow, and there will be a day's sightseeing in Edinburgh after a journey through the Trossachs. From Edinburgh, the tour-

ists will go to Newcastle, Durham, York and Leamington, thence to London by way of the Shakespeare country and Oxford. Four days in London will give the viistors ample opportunity to see the Tower of London, the Houses of Parliament and the other ancient landmarks of history. Windsor and Hampton will arouse up more memories and Stoke Pogis will bring to mind the curfew tolling the knell of parting day, the village Hampdens, mute inglorious Miltons and the usual reflections appertaining thereto. Bruges and Brussels will be followed by a week in Switzerland — Lucerne, Meringen, Interlaken, Montreux, Geneva, with boat trips—and the six days in Paris will likely be all too few. The tourists will sail from Havre on the Megantic, arriving in Montreal on August 18, 42 days after they left it. One of the most inviting aspects of the tour, according to railway officials, is that it will not be rushed and that the travellers will have time to allow the multitude of new impressions to soak into their memories for future refreshment.



THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Fifty Per Cent Regulation

Under the fifty per cent regulation some students who failed on the examinations of their grade last year but who obtained standing on the fifty per cent basis on a number of their papers, have been permitted by the Department to take a portion of the work of the next grade. Permission to do this has been granted only where the Principal of the school has made a definite recommendation to the Department that the student receive such consideration. In every case we have given the student a duplicate letter with instructions to attach one copy to the examination application form when it is forwarded to the Department. Under no consideration will any student who writes a partial examination of any grade receive standing in the subjects written unless permission to divide the examination has been obtained from the Department in writing. We do not intend to check the application forms when they are received at the Department, and the onus of writing according to the regulations will rest upon the student and the Principal of the school. When the examination papers have been marked and standing is awarded, **if we find that a student has written any examinations contrary to the regulations such examinations will be cancelled.**

Last year we had several cases where this had been done, and after we had taken the matter up with the student and the Principal we dealt very leniently with each case. The Depart-

ment felt that it was not fair to penalize the student owing to a misunderstanding of the fifty per cent regulation, in view of the fact that it was the first examination to which the quota regulation had applied. This year, however, we feel that both students and teachers have had ample opportunity to make themselves familiar with the regulations of the Department regarding the fifty per cent plus a quota plan, and we do not intend to accept any examination from any student who writes contrary to the rules and regulations of the Department.

On each application form a brief statement of the regulations regarding this will be found, and students and teachers are requested to read carefully this information.

Special Lectures in History at the Summer School

The Summer School Committee has made arrangements with Professor Chester Martin, of the University of Manitoba, to give a series of evening lectures in History during July. These lectures will be open to all students in attendance at the Summer School and will be given at an hour which will not interfere with the regular classes of the school. Professor Martin will deal with the history of Manitoba, and Canadian history in general, from the standpoint of the teacher. His lectures will be illustrated and should be of great interest and value to those who are teaching Canadian history in our schools.

Summer School Announcements

A copy of the Summer School Calendar has been mailed to every teacher in the Province and also to every student who was enrolled last year. We have a good supply of Calendars on hand and we shall be glad to supply students who desire additional copies. Registration promises to be heavy and we would urge upon all students the necessity for registering as early as possible in order that the necessary arrangements for accommodation and for additional courses may be carried out. All inquiries regarding Summer School should be addressed to the Secretary, Manitoba Summer School, Room 142 Parliament Buildings, Winnipeg.

Grade XI. Composition

It is the intention of the Department at the Grade XI. examinations in June to test the ability of the student to write good, simple English. In former years a considerable portion of the paper has dealt with the mechanics of composition. It has been customary to award forty per cent for this portion of the paper and sixty per cent for the student's written work. This year it is the intention of the Department to award eighty per cent to the written composition.

Application Forms for June Examinations

The application blanks for the Departmental Examinations will be ready April 2nd. Teachers are urged to send in their requests for these forms not later than April 5th. All applications must be received at the Department together with the fees not later than May 3rd. Teachers are urged to state their requirements very clearly and definitely. The fee for each examination is stated on the application blank, and is also given in the table below. A requisition form will be provided on request, and should be completed and returned to this Depart-

ment. In schools having more than one teacher the requisition forms should be completed by the Principal. He should arrange for all the applications required for his school, and should also forward all completed application forms. The following forms will be available:

Entrance Examination:—

Grade IX.

Grade X.

Grade XI.

Grade XII.—(One form is used for all Courses. This form is also used for the Grade XII supplementals).

Grade IX. and X.—(For students who have special permission to write all the Grade IX. and X. Examinations together).

One form only will be provided for each of Grade IX., X. and XI. Each student should be careful to indicate on the schedule the papers he wishes to write.

Correct forms must be used in all cases. Altered forms will not be accepted.

Table of Fees

Each candidate will pay a flat rate of One Dollar per paper up to the maximum for each Grade as shown below:

Grade IX.....	Maximum	\$2.00
Grade X.	"	4.00
Grade XI.	"	7.00
Grade XII.	"	12.00

When a candidate is writing papers from more than one Grade the maximum of his highest Grade will apply. The minimum fee in the case of any paper or papers from Grade XI. and Grade XII. is \$3.00.

Practically no change has been made in the fees. Students writing one grade will pay the maximum fee as in former years. The fees are now stated in a new form to conform with the conditions arising under the new 50% pass regulation.

The following instructions should be observed in the making out of application forms:

A student now in Grade X. who has conditions from Grade IX. must use a Grade X. form and show the Grade IX. conditions he is writing in the space provided for them. A student writing partial Grade XI. who has conditions from Grade X. to remove should complete a Grade XI. application and indicate on the Grade XI. form the papers which he wishes to write from Grade X.

In view of the fact that very few students are writing a supplemental paper only, no special form has been provided. Such students will use the regular form for the Grade in which they are writing and will mark plainly across the top of the form "Supplemental Only."

If you are in doubt as to the correct form your pupil should use, state your case clearly in the remarks column on the requisition form. The correct forms will then be sent to you.

Teachers should note carefully the requirements on the back of the application forms for students in Grades IX. and X. No application will be accepted in which this table is not satisfactorily completed. The cases of students who are taking this work extra-murally will be considered individually by the Advisory Board.

Students who have anything special or unusual in connection with their standing should indicate this clearly on the application form in the space provided for it. These students should also attach to the application form copies of any correspondence which they have had with the Department concerning their standing. This will greatly assist us in checking their records and tend to avoid errors in listing candidates as eligible to write the examinations.

All students who apply to write the Grade IX. examinations must indicate the manner in which they completed Entrance standing. If they came from outside the Province their Entrance credentials should have been registered at this Department. In cases where this has not been done it should be given immediate attention.

A list will be provided which must be returned with the applications. On this list the Principal will indicate the number of applications he is forwarding for each grade, together with the amount of money which he has forwarded. He should show clearly how he arrived at the total amount. We ask the co-operation of the Principals in this matter, as this will be of great assistance to us and will save considerable correspondence and delay.

Applications received after May 3rd must be accompanied by the late registration fee of \$1.00 in addition to the regular fee. Such late applications are entirely at the students' own risk. To late applicants we can give no assurance that papers can be provided and permission given to write the examinations concerned.

Summary Forms

The principal of each school listed as a Secondary School Examination centre will receive with the application forms for the June Examinations summary forms on which must be shown the names of the students writing from his school. This form provides spaces to show exactly the subjects in which each student is to be examined. The papers sent to each centre for each candidate will be determined from this summary form. This prevents any misunderstanding with regard to options. It is hoped that with the co-operation of the principals errors may be eliminated.

Whenever a candidate is writing on subjects from more than one grade his name must appear on the summary form for each grade with the crosses necessary to indicate the subjects being written in each grade. In such cases, in the remarks column of each summary form the notation that the candidate is writing subjects from other grades must be made. Although the candidate's name may appear on more than one summary form he is required to file only one application form with the Department.

The Principal should indicate on the summary sheet the name of the nearest express office, in order that the supplies and papers may be forwarded to him in the proper manner. If there should be any special instructions given regarding the forwarding of supplies and papers it should be carefully indicated on the summary form.

Students Not Recommended

Teachers are reminded that any pupil in Grade IX. or in Grade X., under the present regulations, may write upon the examination for promotion to the next grade without the recommendation of his Principal or teacher. In such a case, however, he is required to write a complete examination covering the various subjects prescribed for his grade, whereas the recommended student has to write only a portion of the subjects. Teachers should bear this in mind when dealing with the matter of the applications of their students this spring, and should make this regulation known to any students whom they are not prepared to recommend, so that those students may govern themselves accordingly.

Normal School Entrance Requirements

The Department will esteem it a favor if Principals of Secondary Schools will bring to the attention of their pupils the following new regulation which has been adopted by the Advisory Board in connection with the admission of students to the Normal Schools of the Province. This regulation will be applied to all students seeking admission to the Normal Schools next September and thereafter.

(1) That the various Normal School faculties be instructed to give each student on entrance in September a test which will include

- (a) Silent Reading
- (b) Speaking and Oral Reading
- (c) Written Expression

and that any student who does not meet the test satisfactorily be not permitted to follow the course at that time. Such student, however, should be permitted to offer himself as a candidate again at the opening of any subsequent session of the Normal School.

(2) That all students who are finally accepted for the Normal Schools at the opening of any session be advised that they must reach a reasonable standard in English, including oral and written expression, before they can receive a license to teach.

(3) That students who have already passed through the Normal Schools and whose certificates are withheld on account of their weakness in English be granted their standing whenever they pass a satisfactory test along the lines indicated in clause (1) above.

Music Option Examinations

Teachers will confer a favor upon the Department if they will remind their students that applications for examination in the Music Option course must be delivered to the Secretary, Miss Lane, P. O. Box 132, Winnipeg, not later than April 30th. Any particulars concerning the application and fee may be had on application to Miss Lane.

Vocational Guidance and Employment Bureau, St. John's High School, Winnipeg. G. J. Reeve, M.A., Principal.

This Bureau helps students to secure positions in which they can serve their employers and themselves to the best advantage.

If you want a recommended boy or girl with Grade X. Commercial, Grade XI. Matriculation, or with Practical Arts standing, for your office, store or factory, please telephone and ask for Mr. Russell.

TUITION BY CORRESPONDENCE FOR ISOLATED CHILDREN

Illiteracy is a social menace as well as a personal tragedy. Therefore the State requires every child to attend school. The Province of Manitoba, considering the new conditions, has done exceedingly well in reaching as many children as it has with the services of a public school. Obviously, however, it is not feasible to place a schoolhouse within a reasonable distance of every last child. For several

up suitable and effective courses of lessons and the results are markedly satisfactory.

Some eight years ago British Columbia started this experiment in Canada, followed by Alberta and Saskatchewan. Several hundred children are now being taught through the mails in Western Canada. Manitoba initiated Correspondence Tuition in August, 1927, in the work of Grades I. to VIII. In less than six months one hundred pupils were enrolled. While "the Star of Empire westward moves," Correspondence Tuition for children moves eastward.

TEN WEEK'S WORK IN TEN DAYS

William Ford is a fourteen-year-old lad whose school closed before Christmas for the winter. He started the Grade VIII. Correspondence work in December, some sixty school days behind the others in Grade VIII. He was sent the work for three months past and told to pick out what he had not covered at school and do it only, so that he could soon catch up. William, however, just sat down at the job and in ten days did every bit of the work. He sent in seventy pages of foolscap work including scores of arithmetic problems and several pages of analysis and parsing. Asked to reproduce a twelve line outline of British History, he misunderstood what was wanted and wrote seventeen pages of a running story of England's story. He does not, however, average five hours school work a day. He has a lot of chores to do on a dairy farm between the Lakes.

William is going to write his Entrance in June.

reasons, a considerable number of children are unavoidably without school facilities.

Australia Experiments

In 1914, an Australian Frontiersman requested the Department of Education in Victoria to send him help in teaching his children. Some Normal students undertook the task and out of that small beginning there has grown in a short time one of the most interesting features of Australian education, namely Correspondence Teaching for Isolated Children. Queensland alone has thirty-six hundred pupils enrolled. A staff of sixty-two teachers give their full time to teaching isolated children through the mails. One of the Australian states carries the work right through the High School grades. A large amount of time and money has been spent in building

Types of Pupils
Isolation from the ordinary school services is of several types:—

- (1) The Frontier settlement where no school has yet been built.
- (2) The district where there has been a school but it has closed when attendance dwindled below the minimum requirement.
- (3) Children who for some physical reason are not able to attend school but who are mentally alert and anxious to learn.
- (4) The home where children have passed school age, have not completed Grade VIII. work but are required to stay at home to help.
- (5) Adults deficient in reading and writing who from circumstances cannot attend school.

The Correspondence courses now provided by the Department are available for all of the above cases. The courses, however, are not offered in any

BACK TO THE LAND

The relation of Correspondence Tuition to people staying on the land is indicated by these sentences from a Frontier home.

"I think that having a school by mail will encourage people to push the boundaries of settlements into new territory because that is one of the chief troubles of the settlers, they will not stay unless their children can get educated and very often return to the City to get them educated and the children then forget the country and help swell the population of the City and the country districts lose the most needed settlers."

sense as a substitute for attendance at school. No pupils of school age are enrolled who are within a reasonable distance of school. Home study, however, may be provided for pupils during the winter months when the local school is closed.

A Six Months' Record

At the end of the first six months the Correspondence School finds itself with an enrolment of over one hundred. Most of these pupils are in the first three grades, but there are also a number preparing for their Entrance examinations in June. As to location, they are spread all over the Province. North of The Pas along the Hudson Bay Railway there are several homes taking this work. The family farthest north is at Mile 328. Among the Soldier settlers in the Riding Mountain district there are several pupils. Far up the Northern Lakes, among people engaged in lumbering and fishing, the lessons are being studied. Coming nearer to Winnipeg there are several cases where the schools have closed for want of sufficient pupils and left some few pupils not through Grade VIII. Coming right close to the City, there are children unable to attend school on account of their physical condition.

How Pupils Are Found

The Department invites the hearty co-operation of citizens everywhere in locating isolated children. Already valuable assistance has been received from School Inspectors, Municipal Secretaries and District Nurses. The Press of the Province has given valued space to make known this service. Private citizens have also informed the Department of individual cases. Lately new pupils are applying from communities in which some family already is receiving Correspondence work. A satisfied customer is the best advertisement.

Every citizen of the Province is urged to spread abroad the news of this enterprise, in order that no child capable of studying shall go without getting at least the three R's.

DADDY'S PARTNER

Ragnar Halmarson is eleven years old and lives at Mile 17, Hudson Bay Railway. He has to watch for the train and flag it to mail his lessons. As a token of his gratitude he asked if he might send his "dear teacher" a trout for Christmas. When the trout arrived it was three magnificent fish. The Express Co. charged for 45 pounds. A recent letter from Ragnar contains the following paragraphs. His writing is first class for legibility. No corrections have been made in his letter for publication.

Dear Teacher:—

I recved your kind letter and white Reindeer Book also pencil case and two arithmetic books which I thank you for.

I am sorry to say that I lost the train twice and befor I could get my mail on, I got behind with my work, which I hope you have now.

I am glad your boy and girl enjoyed the trout. Next winter early I am going to send a box of fish to you, this time I did not know that you had a family so I got to late as trout runs are best on the start.

I am going to send you a picture of me and my dog Pat, we are sitting on the lake shore, I am sometimes to write all about my faithful dog.



Well you asked me about my home, and if it is any one living with me besides my father. No I have lived with my dad since I was four years old. I am born in Edmonton and lived with my mother in the winter when my dad was out fishing, so one spring when Dad came home from fishing he found me in ill health, unhappy.

So then Dad took me with him fishing and had me in a fish box in the boat. But in the winter I stay home and take care of the fire for Dad when he is fishing.

I have been very weak. I used to take convulsions five times a day till I was four or five years old, so it was no fun to look after me. I am born with heart trouble, what doctors call "blue baby".

Now if you was to look in my place you would find me in a logshanty sitting at my table in a corner reading in the book of Knowledge.

Well Dad says I must get foundation from my dear teacher and just go step by step as it will give me ideas of school education. I think you are carrying on a wonderful piece of work.

I wish you was out hear in the summer as hear are all the best people from The Pas for summer holidays. Well I live in hope to see you some days. So best wishes to you and your family.

Yours sincerely,

(Sgd.) RAGNAR H. HALMARSON.

Organization

After the name and address of a pupil have been secured, along with certain information as to his or her attainments, two sets of lessons are sent to the home. Each set represents one-twentieth of a year's work and is planned to keep the pupil busy for about two weeks. When Set 1 is finished the pupil mails his work in to the Department to be corrected and then goes on with Set 2. Before he has finished Set 2, he receives back his Set 1 with corrections and also Set 3. Thus, he is kept going. The Department provides him with the regular free texts and with some additional necessary material.

During this first year of the Correspondence School, lessons have been prepared to meet the daily demands. By next fall, however, there will be charted out in detail a year's work for each grade. A group of very successful teachers in Winnipeg is now working out a series of lessons for each grade. A much improved service is assured.

Various kinds of self-correcting exercises are being collected from Educational publishers and a selection of the most suitable for home study will be made.

A Wider Programme.

The Correspondence School is aiming to do something more than just giving the children the rudiments of a public school education. It aims to minimize the handicaps of isolation in as many ways as possible. For instance, there are several services provided by various Departments of the Government of which some Frontier folks

have never heard. They are acquainted with these services and put in touch with them. One instance of such services is the publications of the Department of Agriculture on such subjects as Gardening, Honey Raising, Home Economics, etc., etc.

The City Libraries, Sunday Schools, some Bookstores, as well as private individuals, have supplied story books, magazines, etc., which are much appreciated, especially during the long winter evenings. Books suitable for children are most valuable.

Where the homes desire it, the children are put in touch with some Sunday School of the denomination preferred. With the helps and papers provided in this way some homes have made the Home Sunday School a feature of their Sabbath day.

The nearest school teacher to any isolated home is asked to take a friendly interest in the case. When the

TRAPPER AND TRADER AT EIGHT YEARS

Mary McMillan lives at Mile 328, Hudson Bay Railway. Mrs. S. A. Martin, wife of the United Church Missionary, writes about her as follows:—

Mary is a wonderful little girl. She studies a regular period both morning and afternoon and enjoys her lessons very much. The books, the pictures, the drawings are a delight to her. I heard her read her lesson recently and looked over her number work. She is doing splendidly and the Correspondence School has reason to be proud of the progress she has made.

Mary is the only child for miles around here except some Indian children. Mary has learned many words in the Cree language and can count up to twenty-nine in Cree. I also visited her Weasel traps with her today. She baits and sets four regularly. She says to me, "I am a Trader and Trapper too". One day last Fall she marketed Nineteen dollars worth of skins.

Homes desiring Correspondence Tuition will speed matters up by forwarding the following information with this coupon:—

- (1) Name, age, school record and attainments of each child. Send samples of work.
- (2) Who will supervise the child's work?
- (3) What school books and equipment are in the home?
- (4) What is the location of home (section, township, range)?
- (5) How often, and when, is mail obtained?
- (6) Name of nearest school and its teacher.
- (7) Name and address of last teacher child was under, if any.

weekly or monthly visit is made to town for shopping and mail, the children can be brought in for a couple of hours' help. In this way most

SOME TYPICAL CASES

Many interesting stories can be told already of Manitoba Correspondence pupils. The following are a few of them:

1. In a home where neither the father or mother could help the children because of language difficulties, the eldest girl who had completed her entrance work at school offered to stay at home and teach her four younger brothers and sister with the help of Correspondence Courses.
 2. A little girl of nine years was forbidden by the doctor to attend school. Correspondence work was sent to the home and in a month's time the mother reports a very noticeable improvement in the health of the child.
 3. In a certain home there is a child, who suffering from partial paralysis, is unable to attend school. The Correspondence work is helping the parents with her education.
 4. A mother whose condition of health prevents her getting her two little children to school in the winter months is keeping them up with their classes by following the Correspondence work.
 5. A fifteen-year-old French girl, unable to get away to school, is completing her entrance work through the Correspondence Courses, away in an outlying corner of the Province. No one else in the home speaks English.
 6. Away up Lake Winnipeg a bright little woman whose husband is doing necessary winter work in the Lumber Industry, is teaching her own two children and the two children of a Steam Boat Captain. She finds the Correspondence Courses very helpful in charting out the work to be done.
- The parents themselves deeply appreciate the service rendered. A soldier settler, unable to get enough petitioners for a school district, after three months Correspondence work, writes as follows: "Mary and Irene are truly getting along splendidly. It is wonderful the rapid progress they are making. The children are enjoying the home study. It's as good as a school at your door".

valuable service is rendered by the teachers who can in an hour's personal contact help the child over the difficult places in the lessons assigned.

Perhaps the most promising feature of this linking up of the lonely home with several agencies is that of enrolling the isolated pupils in some schoolroom in Greater Winnipeg. In this way the Frontier child receives from the City school children actual samples of work being done. In many ways the City children will bring joy and helpfulness to their Frontier comrades. On the other hand, there will doubtless be a valuable return in what the Frontier child can send back in the way of stories about life on the Lakes, in the bush, and on the homesteads.

An opportunity will be afforded interested individuals and organizations to help in this good work by furnishing equipment of a suitable kind which will make up somewhat the lack of the usual school environment. A bit of blackboard cloth with crayons, some plasticine, and other primary material would be of great value to parents who are doing their best in spite of difficult circumstances to teach the children in the home. In some cases the problem of non-English families may be met through the use of educational gramophone records.

STAFF—February 1st, 1928

- W. D. BAYLEY, B.A.—Fifteen years' experience in Manitoba schools, rural and city.
- MISS M. R. WARNER—First Class Professional with rural school experience. Also four years in the Department as stenographer in the Registrar's office.
- MISS VIOLET TAYLOR—High school graduate. Stenographer.
- Several teachers in Greater Winnipeg and a number of Normal students are giving valuable assistance.

REQUEST FOR INFORMATION

THE CORRESPONDENCE SCHOOL,
DEPARTMENT OF EDUCATION,
PARLIAMENT BUILDINGS, WINNIPEG.

Information about "Correspondence Tuition" is desired by

Name

Address

(Please Print Name.)

Note—See other side and get quicker service.

Saturday Morning CKY Program for High School Students

The Saturday morning Oratorical Contest Broadcasting program proved so popular that CKY offered to continue this feature of their program. Teachers are asked to advise their pupils in the higher grades, especially the High School grades to tune in every Saturday morning at 11.00 a.m. They will probably hear an interesting talk by some well known teacher in Winnipeg. The topics will be up-to-date and in some cases directly related to the history or literature being studied by the students.

If the response justifies it the Department will endeavor to extend this service and will welcome suggestions from pupils and teachers as to what they would like to hear. Many of Winnipeg's best teachers are available for this program.

Oratorical Contest

One hundred and fifty-four schools have entered the Oratorical Contest for this year. This is a large increase over 1927 when eighty-nine schools competed. The constituency finals will be held before the end of March and the Provincial finals will be staged in the Walker Theatre during Easter week. Teachers in attendance at the Easter convention may purchase tickets of admission on presentation of their membership receipt. Two tickets will be allowed each teacher at 25c each. Manitoba hopes to carry off the Dominion championship this year and thus win the trip to Europe as well as the honour of having its champion speak at the International Contest in Washington next Fall.

Special Articles

ADVENTURE

It was early in the morning and the two ladies on the car were hastening to work. The face of the first seemed to say "I am off for another day's drudgery," the second "I am setting out on another adventure." I hope sincerely that the first was not a teacher, and somehow I believe the second was. That, however, was not the point.

Every day in this province there set off for school over one hundred thousand children, young and old, and figuratively they go either to prison and to drudgery, or out on some fresh adventure. It makes all the difference in the world which it is.

How can there be adventure in school? How can there be anything else? Out of school little children are always seeking adventure. They go, as Whitman said, everywhere in the big world "peering, absorbing, translating," and what they see and hear and touch is nourishment for their souls. They go also into the society of their elders and "learn to listen, and listen to learn," and they go to books and

make their own the recorded wisdom of the race. It is all a big adventure. But this is nothing when compared with the adventure of doing things, of experimenting, of handling tools, of participating in games and plays. Life is perfected in expressive acts.

There is no reason at all why adventure should cease when a child enters school. Wordsworth did not refer to the school when he wrote "Shades of the prison-house begin to close about the growing boy." The school should be, and often is, the cheeriest, happiest place in the world. If it is not that, then there is something wrong with it. Primarily it should be not a place for studying but a place for living. Life is the great adventure.

Anyone can understand how there is adventure on the way to and from school. There is the world of nature and the world of children, the experience of investigation and the experience of play. The half-hour before school is the most educative period in the life of the pupil because it is so brimful with living experiences. How

can the exercises of the school be given the same attractiveness?

To begin with the spirit of the school must be favorable. It is not the spirit of oppression or repression, but the spirit of good-natured freedom, where there is "liberty without license," and "joy without commotion." The possibility of such a condition depends upon the teacher's personality and her ability to secure the hearty co-operation of her classes. This ability for the present is assumed.

Next there must be provided studies and activities that are likely to enlist the sympathetic attention of the pupils. Nor is the selection of subject matter any more important than method of presentation. With this preliminary statement, it is now possible to illustrate how life in school may take the form of adventure rather than the form of drudgery.

There is, of course, no serious difficulty in the case of play. A new game, a new alignment of pupils, a new bat or ball, a new form of contest, will give new life. Then there can be "hikes," nature-trips, picnics, and allied outdoor activities, all rich in life-giving experience. Even the cleaning of the school, the decoration of the walls, the planting of gardens, may all take the form of adventure. In brief, whenever there is doing there is life.

Can this spirit of joyous activity be carried over into the study of the ordinary branches in school?

Here is a reading lesson in Grade I.—the story of the three goats who had to cross the bridge to find the fresh pasture. How deadening it will be if presented first as a word drill, then as a word-naming exercise, then as a writing exercise. How full of life it will be if it takes first of all the form of picture study, story, dramatization, and finally reading, drawing and making. Even the word-drill necessary for the purpose of rapid reading will be interesting if undertaken at the right time. A detached word-drill preparatory to a consideration of the lesson is usually deadening in its effects. Roughly speaking the order of teaching might be

something like this: (a) A picture study (anticipating the story); (b) Silent reading (getting the story); (c) an action exercise (illustrating the story with objects); (d) an exercise in dramatization (a play); (e) an oral reading exercise. Here the reading might first be limited to the dialogue parts, and afterwards extended to cover all the lesson; (f) a word-drill exercise to overcome discovered difficulties in oral reading; (g) final reading to give pleasure to a visiting class. Nothing should be done that does not contribute to the central idea of the story. The seat work following might take the form of paper-cutting, writing of words, drawing of pictures, etc.

Similarly a lesson expression, or as it is known usually a composition in expression, should be a living exercise. In the first place it should grow out of the child's experience—in or out of school. There should be a personal interest in the recital. Then the pupil should have a motive for speaking or writing. The exercise should not be mechanical. This will more likely be the case if each pupil in class has something different to say. If a story has to be told each can give a part. If a picture has to be studied, it may give rise to a dozen different stories or descriptions. I am now looking at a picture of an old man, a little boy and a dog standing on the sea shore and watching a sailing vessel in the distance. It might suggest such exercises as: (a) a description of the sea shore, of the sailing vessel, of a storm, of a sailor's life; (b) the story of the picture as told by the old man; (c) as told by the boy; (d) as told by the dog; (e) as told by some one on the vessel; (f) as told by the boy's father who may be on the vessel; (g) of the far away land; (h) of the people who are coming or going on the vessel. All these stories may be told by a group so that each individual will give a part only. A single paragraph is enough for composition at any time.

Should there arise on the telling of the story some matter of form such as wrong pronunciation of words, there

may be a drill on these, or wrong enunciation there may be devised an exercise; or if it is posture there can be a lovely living exercise in which all may take part.

The new curriculum on pages 128 and 129 suggests a thousand real exercises for living expression in school and every one would be an adventure for the pupil in thinking and speaking.

Similarly a music lesson may be an adventure in feeling, (a) rhythm effects, (b) tone effects, (c) emotional differences. There is no need for monotonous drawling exercises, better nothing at all than this. Usually the attractive qualities in a song are the rhythm and the appeal of the imagination. In the school of drudgery the children are not permitted to exercise the imagination, for that would mean the stirring of life, and this might cause inconvenience.

Surely it is not necessary to point out that history should be a living exercise, an adventure in picturing and thinking. Where the picturing is vivid there will be no failure to remember dates and names. A little drill on these will be sought by the pupils themselves. The committing to memory of names and dates that mean nothing more than that, is a barren exercise, and the taking down of notes and summaries prepared by the teacher is both vexatious and ineffective as a mode of instruction.

It is not necessary to illustrate this point any further. Wherever there is thinking, feeling, doing, or expressing, there is adventure, and providing adventure is the great work of the school. In it all correlations are found, all projects encountered. The school becomes a place in which "pupils may live and live more abundantly."

A SINGING CONTEST

The Journal is pleased to be able to print the following circular:

A committee representing the School Board and the Teaching Staffs of the Public Schools in Brandon, is planning for a School Music Festival to be held in Brandon, probably early next June. It is proposed that this Festival be of a competitive nature, the competition being open to School Choirs and pupils that may wish to take part.

The object of the proposed Festival is to try to encourage singing in the schools, as well as to cultivate a love for singing and music generally. As this is an entirely new venture the committee proposes to start on a modest scale with the hope that the Festival may become an annual affair and grow in proportion as interest in the subject is aroused.

Enclosed you will find a syllabus setting out the classes in which entries may be made and the selections to be sung in the choir classes.

Schools may enter in their own class only.

The syllabus is based upon the classification of schools as defined by the Department of Education. For example: if your school is of Intermediate standing your choir chosen from your school irrespective of Grades would be eligible to enter in that class only. In the class open to High Schools, choirs must be composed only of bona fide High School students (above Grade VIII.) in regular attendance at said school. The same school would of course be eligible to enter choirs from its Elementary Grades. If the Elementary School occupies 10 rooms or less two choirs in addition to the High School choir might be entered i.e. one from Grades 3, 4, 5 and one from Grades 6, 7, 8. Entry forms with covering certificate may be provided. There will be no entry fee. A qualified adjudicator would make the awards. The first or second Saturday in June has been suggested as a time when choirs might be easily brought to Brandon by automobile. A definite date will be announced later.

The committee would like to know as early as possible whether your school would be interested in such a Festival. Would there be some prospect of your school being able to send a choir for next June?

It is thought that the local committee might carry on this year and that either at the time of the Festival or at the Teachers' Convention in the fall some permanent and representative organization might be set up.

Whether your school can take part this year or not, we should be very glad to have an expression of opinion on the matter from you.

Hoping to hear from you at an early date, I remain.

Yours truly,

T. A. NEELIN,

Chairman of the Committee.

Western Manitoba Schools Music Festival, June 1928

Classes

1. One Roomed Rural School. Not less than 8 voices.

(a) Little Papoose, page 66 (unison) Common Book of Vocal Music.

(b) Hardy Norseman, page 92 (2 parts) Vocal music. (Gage).

2. Intermediate Schools. Not less than 20 voices.

(a) Hunters' Chorus (unison) page 54 New Normal Music Course. Book III.

(b) Dancing by Moonlight (Chopin) 2 parts—arranged by Christopher O'Hare.

3. Elementary Schools of 10 rooms or less.

Not less than 30 voices in each choir. Two divisions. Choir 1: Grades 6, 7, 8.

(a) Barley Break (unison) by Herbert Brewer.

(b) The Birdie's Lullaby (2 parts) by Eduardo Marzo.

Choir 2: Grades 3, 4, 5.

(a) Japanese Lullaby (unison) by C. V. Stanford.

(b) Little Dustman (2 parts—1st and 2nd). New Normal Music Course. Book III. Page 161.

4. Elementary Schools with more than 10 rooms. Not less than 30 voices in each choir. Three divisions.

Choir 1: Grades 7 and 8.

(a) "Oh. The Summer" (unison) Coleridge Taylor.

(b) The Laughing Brook (2 parts) William Baines.

Choir 2: Grades 5 and 6.

(a) "Hail, Lovely Spring (unison) Handel—New Canadian Music Course—(Gage), Book V. Page 44.

(b) "Skating" (2 parts) William Baines.

Choir 3: Grades 3 and 4.

(a) "Cradle Song" (unison) W. Taubert.

(b) Away with Melancholy (2 parts) Mozart. This piece and above on one sheet.

5. High Schools. Not less than 20 voices.

(a) Our Native Land (unison) by Grieg. (Augeners Edition).

(b) The Willow Glen (2 parts) by J. E. Newell.

6. Collegiates, Normal Schools, and Collegiate Departments. Not less than 35 voices.

(a) Spring Bells (unison) by Bernard Elliott—(Novello Pub.)

(b) The Sweet O' The Year (2 parts) by M. B. Foster. (Bossey Pub.)

7. Solo Classes.

1. Girls under 12 years on June 30.

2. Girls 12 years and over June 30.

3. Boys under 12 years June 30.

4. Boys 12 years and over June 30.

8. Duet Classes.

1. Children under 12 years June 30.

2. Children 12 years and over on June 30.

All competitors in Solo and Duet Classes to select their own numbers. The numbers selected should be submitted to the Committee for their approval, three weeks before the competition. The sheet music selections above were chosen from "Wray's Music Store", Portage Ave., Winnipeg.

NATIONAL SOVEREIGNTY AND THE LEAGUE OF NATIONS

(By D. C. Harvey, University of Manitoba)

It is some comfort to students of international unity to remember that our European states-system is only 280 years old, having had its small beginning in the Treaty of Westphalia, the first occasion on which the states met in common council to arrange a political map of Europe. It was during the turmoil of the same war which terminated in the Treaty of Westphalia that Grotius formulated his theories of international law, laying down the principles that great and small powers should have equality of status and that the same rules which regulate the conduct of individuals within a state should be applied to states in their relations with one another. But neither of these principles has received the full acceptance of statesmen. The definition of an ambassador, as "one who lies abroad for the good of his country," being a tendency in the one instance, and a system of alliances to preserve a balance of power against an arrogant state being the practical reply to the other. None the less the idea has been more or less consistently held that a sovereign state must repudiate any external control, and that its conduct in international affairs shall be regulated only by treaties to which it has been a party or by conventions to which its representatives have given assent and which have been ratified subsequently by the government of the state concerned.

It thus appears that national sovereignty, however necessary and useful for the preservation of small states and the development of varied national characteristics, has been a retarding factor in the evolution of international conventions — the backbone of international law; for equality of status implies that the representative of the smallest state has an equal voice with the greatest in formulating rules of international conduct. It means also that no convention can be binding on a nation that refuses assent; and this is equivalent to a veto; so that in many

vital matters of general concern a very small power may prevent the other states of the world from agreeing to an excellent convention.

The problem, therefore, has been to preserve national independence, and to secure at the same time the rule of the majority rather than the rule of unanimity, and the recognition of proportionate equality rather than arithmetical equality in international affairs. But, while recognizing national sovereignty and equality of status as obstacles to an "international mind," it has been thought desirable to preserve the states-system as the basis of "internationalism." In fact the smaller states have been rightly sensitive on this point, because in all important crises in the past the Great Powers have agreed or disagreed among themselves and have ignored the opinions or coerced the governments of the smaller powers in making their settlements of Europe and the world. This was particularly true of the Congress of Vienna and equally true of the Peace of Versailles.

But though the Peace of Versailles was the work of the Great Powers, the inclusion of the League Covenant in the Treaty compelled these Powers to face the vital problem of the relationship of Great and Small powers and to evolve some solution; for in the government of a world league, national sovereignty fears a super-state, and equality of status threatens the legitimate influence of Great Powers.

The government of the League is, therefore, a frank compromise between these two interests. The Great Powers having permanent seats on the Council, embody the principle of proportionate equality; while the non-permanent members of the Council represent all the Powers and to that extent are a check upon the dominance of the Great Powers, as the smallest power can prevent an unjust action even if it cannot secure a just decision. The Council, therefore, stands as a protest against two weaknesses of the older

system: the crude idea that justice is the will of the stronger, and the equally crude idea that a small state which may not be able to maintain internal order can dictate policy on a world scale. But in the Assembly the principle of equality of status is maintained and the voice of Costa Rica may be heard as far as the voice of Great Britain.

Though the smaller powers have not sanctioned this arrangement without protest they have done so in practice in their apportionment of the costs of the League. On the principle that "he who pays the piper calls the tune," Great Britain who pays 88 units should have much more influence than Costa Rica who pays one unit; and conversely the influence of Great Britain, whose responsibility for enforcing decisions

is world-wide, should be greater than that of Albania, whose instability might be the occasion of the application of sanctions.

Further, while the actual government of the League has thus effected a compromise on the principle of equality of status, the procedure of the League has departed from the principle of unanimity in decisions to some extent. Though unanimity is the ordinary rule the Assembly may decide some seven classes of questions by majority and the Council some thirteen; and there are possibilities of growth.

From all this the thought emerges that the inherent weaknesses of the old system have been seriously grappled with in the League, and that we may see a more rapid formulation of international agreements.

DR. ALEX. McINTYRE—AN APPRECIATION

In the last few years, many men prominent in the eyes of the world have died—men whose names have been known in every country for their deeds on the field of battle, in diplomacy, in finance, and in trade. Their names will go down to posterity in the pages of history, and will be graven in stone in the memory places of the nations. A few hearts will mourn them personally, and their place will be taken by others.

But the other day in the city of Winnipeg, a quiet and courteous gentleman, whose name was unknown in the great marts of commerce, or in the halls of politics, passed quietly to his rest. His was a secluded life, a humble profession, but his memory is graven in the hearts of thousands, and the world, the great world, of every day people, will be a better place because he lived.

Dr. Alex McIntyre's life was, to those who knew him, life at its best and most complete. To a home life of perfect happiness and content, he added a profession to which he dedicated all that was finest and best, and a profession in which he felt himself to be a power of helpfulness to others.

From Masonry, to which he gave himself supremely, he gained that fine flavor of comradeship and friendship, which is so necessary in life. His church meant much to Dr. Alex McIntyre, and his was no unreasoning faith, but a great warm allegiance to his God and to the institution that he felt was a power for good.

He took his recreation on the golf links, and he was never happier than when on a fine morning he could wander away to the course, either by himself, or with congenial companions, and enjoy the great outdoors. When the holidays came Minaki called him. And how he loved it. His cottage, the outdoor life, and the companionship of birds and animals that he understood so well. He was not a traveller, but occasional trips east and west, furnished him with pleasant recollections for a long time.

During his working hours and with his pupils, Dr. McIntyre was a disciplinarian, but he demanded no more of his students than he was willing to give himself, and from fearing him in the early days of the term, they one and all grew to love and respect him, and parted from him with the greatest

regret. On their lives he left an indelible impression, that of faithful duty towards their life work. Of the thousands of citizens of all walks of life who passed through Dr. McIntyre's classroom, it can safely be said that not one failed to receive something of lasting value from his personality, and it is impossible to think of the influence such a life has exerted on Canada, indeed on the world.

Out of the classroom Dr. McIntyre was the soul of geniality. There was no better story teller, no happier companion. It was a great pleasure, and will always be a happy memory, that two years ago we were able to enjoy with him the honor conferred on him when the University invested him with the LL.D. On that occasion the students of the Normal School and some of his past students on the city staff presented him with his gown and a very fine radio. The staff of the

Normal School and some of his friends entertained at a dinner at the Royal Alexandra in his honor, and on that occasion were able to convey to him, at least in part, their pleasure in his happiness, and their appreciation of his work.

A life filled with such work, such friendships, and such varied interests could not be more complete, and of Dr. Alex McIntyre it might truly be said, "That life is long, which answers life's great end."

He will be missed in many places and in many lives, and his going has left a place in the Normal School that can never be filled. He has left behind him the memory of a life well lived, and an example of the possibility of making life such a fine and many sided thing that every other life receives from it, help and inspiration.

—H. H.

A STUDY OF SCHOOL FIELD DAYS IN MANITOBA

(By W. A. Anderson, Virden)

The Data

According to newspaper reports, school field days in which a number of schools unite are becoming quite general throughout Manitoba. They have developed here and there, uninfluenced by any provincial policy, largely in response to certain local needs as seen by enthusiastic citizens, teachers and inspectors. Any institution which is making a worth-while contribution to the development of boys and girls, in order that they may be better fitted to meet problems of life, deserves special study. It is only by a careful investigation that we may discover, not only that which is of value, but also the means by which the strong phases may be improved and the weak eliminated. With this as an objective, the writer undertook to make a study of school field days in Manitoba. Since, in many centres, the field day programme in 1927 was considerably altered in order to include the jubilee celebrations, it was thought best to confine the study largely to 1926.

The data upon which the investigation is based were gathered largely through the co-operation of the Department of Education and its inspectorial staff. Two questionnaires were sent out, one to each inspector; and the other, through the inspector, to the secretary of each field day held in his division. The returns were very complete, and showed that both inspectors and secretaries had taken great care to furnish information as reliable as possible.

The questionnaire sent to the inspectors asked for general information regarding the number and classification of the schools in his district; the number of rooms of elementary and of secondary grade; the number of teachers enthusiastic, indifferent or opposed to school field days; and finally, the inspector's observations as to the educational value of field days in stimulating physical exercise in the schools, and in their contribution to

the moral and social welfare of the pupils.

The questionnaire to be completed by the secretary of the field day or by the inspector, if he was in possession of the facts, asked for definite information regarding the type of programme; how it was carried out; and the response received from the schools and adults. The following is the questionnaire in full:

Questionnaire Re School Field Days in Manitoba 1926

1. School Field Day held at.....
Date.....

2. Please enclose a copy of your programme and prize list.

3. The approximate attendance at the school field day was as follows:
Number of elementary rooms present..... Secondary rooms..... Number of pupils present..... Number of adults.....

4. Who was chiefly responsible for drawing up the programme (the inspector, a committee of teachers, or of citizens, etc.)?.....

5. What kind of prizes (cash, ribbons, goods, etc) were given for—
(1) Individual contests?..... (2) Team or group contests?.....

6. If cash prizes were given, did they go to the individual or to the school?.....

7. How was the field day financed?
.....

8. Place a check mark after each of the following which were emphasized in your programme, and add any others: Individual Athletics..... Team Athletics..... Music..... Elocution..... Public Speaking..... Parade..... Physical Drill..... Play Demonstrations.....

9. Were elimination trials held in the schools previous to the field day?
.....

10. Do the majority of the teen-age pupils, or just the more athletic type, take part in (1) Individual contests?..... (2) team contests?.....

11. Were the schools encouraged to send as many competitors as possible, or only the best?

12. This questionnaire was filled out by.....

(Secretary or Inspector)

Attendance at Field Days

The following tabulated form gives the various centres in each inspectoral division, at which field days were held, together with the attendance at each according to rooms, pupils and adults. The number of rooms represented is, in nearly all cases, based on an actual count. The figures representing the attendance of pupils are in many cases actual counts, and in most of the others are calculated from a knowledge of the various rooms which did attend. The majority of the reports on adult attendance were readily obtained from the gate receipts. A few of the figures given are merely estimates and subject to some error. The list of field days given in the table appear to be complete, with the exception of three or four, from which reports were not received. A few secondary schools which held private "track meets" are not included in the list.

(See Table on following Page)

It may be observed from the table, that the percentage attendance of secondary rooms is double that of the elementary rooms. There are possibly two reasons: first, the difficulty which scattered rural schools find in conveying their pupils to a centre, thirty, forty or fifty miles away; and second, that there is a tendency to make the programme rather more attractive to secondary schools than to the elementary. Approximately one-quarter of all the school rooms outside the cities are now participating in field day activities. However, in only one division, excepting the Miniota Municipal District, do most of the rooms attend; and in only two others is the percentage greater than one-half. It may be noted, that in these three districts most of the field days cover a wide area—87 rooms being present in one case. The splendid attendance in these districts is probably due, not so

ATTENDANCE AT SCHOOL FIELD DAYS 1926

Inspect. Division No.	School Field Days Held at	Present at Field Days				Percentage of Rooms in Inspect. Div. at Field Days
		Elem. Rooms	Second. Rooms	Pupils	Adults	
1	Swan River	23	8	200	150	24
	Pine River	5	0	260	150	
2	Grandview	4	3	225	75	15
	Inglis	11	0	240	100	
3	Dauphin	19	0	350	100	22
	Rorketon	7	0	200	300	
4	Binscarth	14	5	250	300	17
	McConnell	3	2	115	50	
5	Alonsa	14	0	300	450	23
	Glencairn	1	1	75	50	
6	Rapid City	8	1	250	250	28
	Minnedosa	8	3	350	20	
	Neepawa	15	7	600	500	
7	Viriden	65	22	1500	1200	83
	Kenton	16	3	360	250	
8	Carberry	13	5	500	500	14
9	Waskada	9	1	250	175	51
	Deloraine	28	4	640	1140	
	Melita	22	5	660	1200	
10	Killarney	30	9	900	1000	27
12	Portage la Prairie	22	3	800	400	33
	MacGregor	18	2	1000	720	
13	Elm Creek	68	14	3000	1000	59
14	Altona	20	2	900	500	15
17	Grosse Isle	7	1	130	250	9
	St. Francis Xavier	7	0	150	300	
20	Argyle	2	1	115	100	28
	E. Kildonan	14	3	300	50	
	W. Kildonan	27	3	1200	800	
21	Balmoral	30	10	400	300	29
22	Woodlands	10	2	150	500	11
Miniota Mun. S.D.	Arrow River	16	4	500	300	100
Totals.....		556	124	16870	12280	24
Percentage.....		22	44			

Note: Inspect. Div. Nos. 15, 18, 19 and 23 held no field days and Nos. 11 and 16 made no reports.

much to the policy of organizing only a few large field days, as to enthusiasm and efficiency of the committees responsible for them. This is well illustrated by the very successful day held each year by the Miniota Municipal School District, with its 16 elementary rooms and 4 secondary departments under the supervision of a superintendent.

Field Day Programmes

The real success of any school field day, from an educational point of view, depends very largely on constructing a programme, which will

encourage most of the pupils to take part in it rather than the few of outstanding athletic ability. The field day is not an end in itself, but rather a means of stimulating physical exercise in the school for all pupils. Unless the programme provides for all, its reaction on the individual school may be very limited. It is, therefore, essential that the programme committee consist of those who are capable of constructing a programme in which nearly all pupils may be sufficiently interested to take part. In order, therefore, that suitable games and athletics may be provided

for all, this committee should, in the majority of cases, consist largely of teachers and inspectors.

A study of the programmes and of the replies to the questionnaires shows that, in the majority of cases, the programmes are constructed chiefly by teachers and inspectors. Out of the 32 field days, the programmes of 8 were drawn up by teachers, 10 by a joint committee of teachers and citizens, 8 in which the inspector assisted a committee of teachers and citizens, and only 6 without the assistance of teachers. In two of this latter group, however, the inspector took a leading part. It does seem unfortunate and undesirable that, even in four cases, activities affecting so directly the work of the school should be planned without the advice of either teachers or inspectors.

The programmes of 19 field days provided for team games in the nature of baseball, basket ball and playground ball, in addition to the usual races and

jumps. The remaining 13 consisted largely of relay races; individual running, throwing and jumping contests; and of a variety of novelty events in most cases. Of this latter group, two consisted only of a few races for boys and girls of various ages; one of a few races, jumps and novelty events without classification; two in which the C.S.E.T. track meet programme for boys was followed; and the remainder, more or less of the usual "track meet" type with the addition of a few novelty events. The adult attendance at the majority of these thirteen field days was comparatively small. Most of the nineteen, providing the usual team games in addition to the individual athletic contests, were well patronized by adults, which in several cases reached a mark well over 1,000. It is this type of field day that catches the public eye, and it is well that the motives behind such should be carefully analyzed.

(To be Continued)

EARLY CHINESE MAPS

Fifth of a series of ten articles on Maps and Mapping prepared by R. C. Purser, D.L.S., Topographical Survey, Department of the Interior, Ottawa, under the direction of F. H. Peters, Surveyor General. Each article is complete in itself.

The early civilization of China is an example of a civilization bred in isolation. It is a remarkable thing that Chinese culture, with its recorded beginnings in the ancient China of some four thousand years ago, should have developed and advanced as it did of itself and by itself, almost entirely, without coming into contact with the civilizations of the West, of those bordering upon the Mediterranean sea. In its way it went to great heights, without receiving the impress of outside ideas and in certain things was far more advanced than other nations.

The very earliest recorded history of China merges into legend, and

although it undoubtedly has a basis in fact, much that is recorded concerning the wisdom and the deeds of the emperors of that time can only be accepted as bordering upon the fanciful, to say the least.

The early history of mapping in China is difficult to follow and is rendered all the more difficult to the student of early Chinese history on account of the fact that the present Chinese character meaning "a map" connotes a good deal more than a map, and whether originally it meant the same is impossible to say. It may originally have meant a table, a schedule, or something of that nature.

Thus, we read that in the reign of the emperor Yao, from 2357 B.C. to 2261 B.C., certain parts of the country were so thickly settled that the emperor directed that there be made what was possibly the first soil survey, in which there were established nine different types of soil. Upon this classification was based the size of hold-

ings of each farmer, the amount of taxes payable to the state and the system of education regarding agricultural methods and procedure. But whether the results of this survey were put down in the form of a map, as we now know it, or in some other form, we cannot say.

The first mention of what we now know as a map, of which we can be at all certain, occurs in 227 B.C., and is connected with a plot by a prince of one of the states to murder the prince of another. The former through his heir-presumptive sent to the latter a map carved on wood and packed in a box. But when the recipient drew it out, a poisoned dagger lay behind which the emissary essayed to use. The plot failed, however, the would-be assassin was arrested, and a civil war followed.

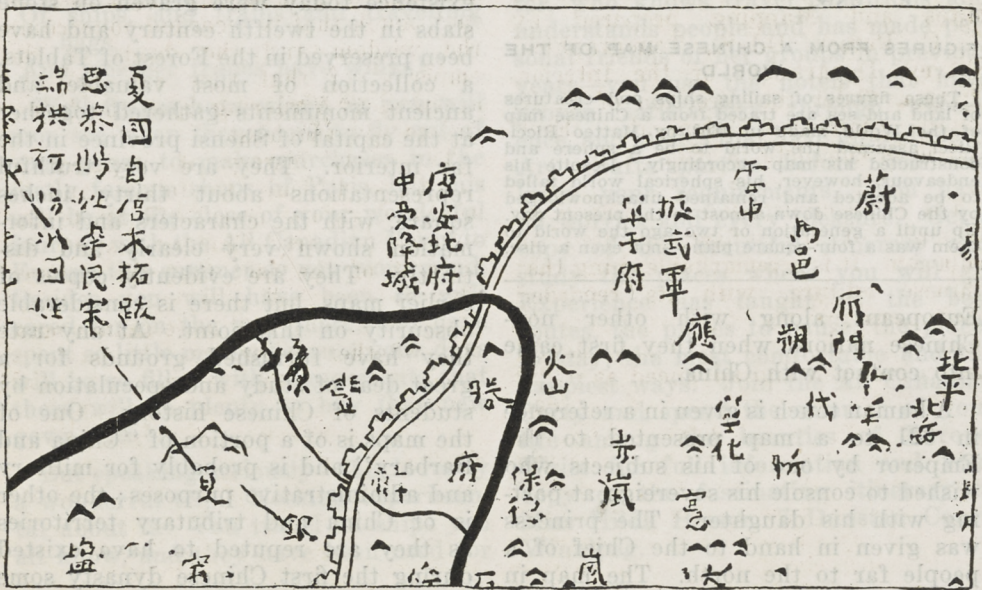
From this time forward the mention of maps in Chinese history is quite frequent. They were stored in secret archives and in the palaces of the emperors and during the course of civil wars and rebellions suffered destruc-

tion with the sacking of such places. These maps probably showed routes of travel and were far from accurate.

In addition to wood, silk was used for writing and for map-making. In 105 A.D. paper was invented by a chamberlain of the court and this proved to be an excellent substitute for cumbersome wood and expensive silk. However, map-carving on wood was not extinct and there are many subsequent references to maps on wood and even stone.

P'ei Hsiu, born in 224 A.D., and dying at the age of forty-eight, made great advances in the art of map-making. He studied all available previous information, constructed a new map in eighteen sheets and contributed much of a scientific nature to the subject. He laid down certain rules to work by as a guidance to future map-makers.

Other map-makers of note came later. Two centuries later, for instance, there is mention of a map on wood ten feet square, made to fit together in pieces



AN ANCIENT CHINESE MAP

Tracing of portion of "Map of China and Barbdry" engraved on stone in 1137 A.D., but probably based on a map of three centuries earlier. This portion shows the Great Wall crossing the Hwang Ho below Paotehchow. Note the method of showing mountain ranges.

like a jig-saw puzzle so that the provinces might be studied separately.

Still later, in 801, another noted map-maker produced at imperial command a map 33 feet high by 30 feet wide, on a scale of 100 li (or approximately 30 miles) to the inch. This map described a territory so large that the greater part of it was practically unknown to the Chinese, and the information for this was made up from tribute bearers and visitors to the capital, so that the map seems to have depended largely upon "travellers' tales". It was entitled "Map of China and Foreign Countries Within the Seas". The Chinese character translated "foreign" literally means "barbarian" and was officially applied to

would eat and sleep on her trip to her new home.

Shen Kuo (1030-1093) was the first to produce a relief map. On this map, which had a wooden foundation, the mountains, rivers and roads were shown by a paste of flour and sawdust, just as today school children sometimes make relief maps by using a paste of flour and salt. The flour and sawdust, however, had a habit of crumbling away in winter due to the action of the frost and so wax was substituted, which was found to be lighter and more portable. At best these must have been very crude affairs.

Up to this time map-making had been confined almost entirely to Imperial use, and that for purposes of warfare. Since these were stored in the palaces and archives and such places were sacked during the wars and rebellions, it cannot be wondered at that none has been preserved to us today. About this time, however, maps were beginning to come into more general use.

The two earliest Chinese maps in existence today were graven on stone slabs in the twelfth century and have been preserved in the Forest of Tablets, a collection of most valuable and ancient monuments gathered together at the capital of Shensi province in the far interior. They are very truthful representations about thirty inches square, with the characters and information shown very clearly and distinctly. They are evidently copies of earlier maps, but there is considerable obscurity on this point. At any rate they have furnished grounds for a great deal of study and speculation by students of Chinese history. One of the maps is of a portion of "China and Barbary" and is probably for military and administrative purposes; the other is of China and tributary territories as they are reputed to have existed during the first Chinese dynasty some twenty-two hundred years before Christ. The latter is supposed by some to have been prepared for educational purposes by the "Director of Studies",



FIGURES FROM A CHINESE MAP OF THE WORLD

These figures of sailing ships and creatures of land and sea are traced from a Chinese map of the World made in 1602 by Matteo Ricci. Ricci assumed the world to be a sphere and constructed his map accordingly. Despite his endeavour, however, his spherical world failed to be adopted and remained unacknowledged by the Chinese down almost to the present day. Up until a generation or two ago the world to them was a four-square plane—not even a disc.

Europeans along with other non-Chinese nations when they first came into contact with China.

A human touch is given in a reference in 821 to a map presented to the Emperor by one of his subjects who wished to console his sovereign at parting with his daughter. The princess was given in hand to the Chief of a people far to the north. The map in question was evidently a route map and in addition to showing the general configuration of the country, marked the various stages where the princess

its object being solely to enable students preparing for examination to visualize and understand the geography of the land in connection with the study of Ancient History.

If this is the case then these two old maps will represent the diverse purposes to which maps may be put, and not the least interesting of course to the school teacher is their value for educational purposes. This would apply, not only to a study of history—whether ancient or modern—but to a host of other studies as well.

These two maps are apparently the oldest maps on stone in the world and the maps of which they appear to be amended copies are probably the oldest and most accurate of which we have

any knowledge. Nevertheless, they are sadly deficient in scientific exactitude and cannot compare in this regard to some of the earlier maps of the Greeks. For the Chinese for thousands of years thought they were living on a flat, four-square earth and upon this fundamentally incorrect basis built up their maps. Indeed, although they have for some time past made certain concessions to European thought, it is only within the past generation or so that the spherical nature of the earth has been given official recognition and even yet missionaries state that they have difficulty in persuading common people in certain parts of the country that the earth is not square and flat.

THE TIME HAS COME

It was the Walrus if I remember correctly who began that famous remark, and continued after this strain,
 "To talk of many things,
 Of ships, and trains and travelling
 bags,
 And whether francs have wings!"

Well francs have wings, as you will soon see when they begin to fly out of your purse to make purchases in the justly famous shops of Paris, but this will be at the close of your wonderful journey with the All Canadian Party to Europe this summer so you wont mind. Besides, you will have been so well cared for on the way there, and have spent so little money because your days will be so filled with engagements that there will be plenty to buy that new gown with!

But speaking seriously—this is really a wonderful trip. Nothing experimental about it. You travel on ships you all know, and they have been used for

three years for Art Craft Guild Tours, so your company knows them, and the splendid service they give. You are conducted by an experienced conductor, who knows travel conditions and understands people and has made personal friends of her groups in previous years—you use the hotels that have proven satisfactory through experience, and guides that have guided many Art Crafts parties before you and know your requirements. You have no worries and every pleasure. Get a copy of the beautiful itinerary and study the places where you will go. Experience has taught us the best routes, the places to pause, the places to stay, the most comfortable and the happiest ways. Join the All Canadian Party and spend the summer of your life among the beauties of Europe. Write for full information and your copy of the fascinating itinerary to Miss Hilda Hesson, 7 Dunstan Court, Winnipeg.





DEPARTMENT OF THE
Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary
255 Machray Avenue, Winnipeg, Man.

DR. ROBERT FLETCHER
President

THE M.E.A. CONVENTION

The annual convention of the Manitoba Educational Association, the 23rd, will be held again this year at the spacious Royal Alexandra Hotel, Winnipeg. There will be upwards of twenty-five sectional and general meetings, and the whole will combine to form a short course in education.

The visiting speakers will be Mr. Arthur Rowntree, Dr. David Stewart, and Dr. C. A. Prosser. Mr. Rowntree has been secured in co-operation with the National Council of Education. For many years he was headmaster of Bootham school, England. He has held many important educational posts and is regarded as an able and inspiring speaker.

Dr. David Stewart, of Ninette, will speak on "Health and Education." His work in Manitoba is well known and members of the teaching profession will be glad to hear his views on the subject announced.

Dr. C. A. Prosser is Director of the Dunwoody Industrial Institute, Minneapolis. He is an expert in vocational education and will be able to offer many valuable suggestions on what is just now a most difficult problem in Manitoba.

Exhibits will be a feature of the convention. There is keen competition for the limited space available, and to accommodate the various educational and private interests, it may be necessary to limit the square foot space.

The complete programme is in course of preparation, and copies will be mailed soon to the four thousand teachers throughout the province. It is hoped that the registration may be a record one. Former members are asked to interest their associates and to help to reach the desired total—twenty-five hundred.

PHYSICAL EDUCATION

(An M.E.A. Address by Dr. D. S. Mackay)

Mr. Chairman, Ladies and Gentlemen:—

We are living in an age of ever-changing conditions and nowhere is this more noticeable than in matters educational. Efficiency would seem to be the key-note. From the entrance of the child to the school until he is passed out, the educational forces strive to develop his mind so that he may have a fair start in the battle of life.

If the mental requirements were the only ones to be considered, he would be well equipped. However, such is

not the case, and in consequence of this our Department of Education has seen fit to include in the school curriculum the subject of Physical Training.

This is not a new subject, but one of the oldest, having its origin when man by experience and intuition learned that to rise above his surroundings and to maintain himself, he must be "physically fit."

Physical Training first became an integral part of the Educational System in the days of Ancient Greece and Rome and flourished through this

golden age. From this period very little progress was made, until in the middle of the 17th Century when one of the German States tried to introduce it into their educational system. Very little progress, however, was made up until recent years, and at present the American Nation leads the World in the matter of Physical Education.

The question naturally arises, What are we in the Province of Manitoba doing? Have the majority of our people a full realization of the importance of this subject? If they have not then it is our duty to make an attempt to place the matter before them.

At the request of the local committee of the Strathcona Trust Fund, the Association of School Inspectors, and with the consent of your committee, I have the honor and privilege of presenting for your consideration this morning a paper on the subject of Physical Education, or as it is designated in the curriculum, Physical Training. To more clearly understand what the true meaning of Physical Training is, permit me to quote the general definition as found in most text books on the subject.

"The object of physical training is the production of a state of health and general physical fitness in order that the body may be enabled to withstand the strain of daily life, and to perform the work required of it without injury to the system."

You will see from the foregoing that the whole principle involved is that of health and physical fitness. If we are at all interested in our country and the people living in it, we must of necessity be interested in the health and physical fitness, as it is only a strong healthy people who can develop or even maintain a country where it is desirous to live. The War brought out many glaring things, but none so glaring or startling as the result of the medical examinations of recruits, when nearly 60% were found to be below the standard, and when you take into consideration, that these men were between the ages of 19 and 45, is it

any wonder that the departments of education from one end of the country to the other are deeply concerned? Is it not reasonable to assume that from the number of substandards found at the examination of recruits, we should find a similar condition among the female population, even allowing it to be 50% less, does that materially alter the case? Supposing that a census of the sick population of this province were taken for the past ten years eliminating Infectious Diseases (the greater number of which are preventable and must be classed as a luxury), accidents, diseases of old age and infancy, we should find that at least 40% were due to physical unfitness. This percentage is placed by some authorities at a much higher figure. Even at the figure which we have indicated, should we be satisfied? Are we confident that with the changing conditions of life making the art of living more complicated and difficult every day, that 40% will remain as due to unfitness, or may we look for a higher percentage? It is my firm belief that we may, unless greater attention is paid to the physical development of the children. The Ancient Greeks and Romans realized this and during the period when physical training was carried out, they gave much to this world. I do not wish to ascribe the decline of these states of Ancient Greece or the Roman Empire to the neglect of this training, as many other factors come into the life of a nation, nor do I wish to convey the impression that many substandards from the physical point of view do not compensate for the physical loss by greater mentality. They do. Yet it is generally accepted that a nation requires good mentality in good physical bodies. The War called for a high degree of physical fitness, but we must not lose sight of the fact that Peace and Every-day Life require just as high a standard.

Permit me at this stage to give you an example of how difficult it may be for those who are not physically equipped, yet having the required mentality for certain occupations. We

have at present in the various provinces of Canada an Act called the Workmen's Compensation Act. The title of this Act is self-explanatory. That it is necessary or that it is doing good, no one doubts, but how does it affect the man or woman who finds it necessary to seek employment in one of our Industries coming under this Act? In many they must undergo a very strict and searching medical examination. The fit pass easily, the physically substandard ones may or not be passed. This in time will lead to a state of affairs where only the "fit" so to speak, will be able to obtain employment, as the Industries will naturally protect themselves. The substandard ones will then have to seek other kinds of employment, and perhaps with great difficulty will they be able to secure a permanent job. It might be argued that there is no need for worry or for anyone to become excited over this situation at the present. That is quite true for those who are living for today and for themselves. But in speaking to your Association, the representatives of the Educational force of this Province, I feel that you are not only living and building for today but also living and building for tomorrow.

Physical Training is naturally an Educational subject, not as some should like us to believe, a distinct and separate thing. That it should come under the Department of Education, we are agreed upon. They have provided at our Normal School a competent Instructor and all our young teachers must become acquainted, if not proficient, in instructing in this subject. If you look on page 7, Syllabus of Physical Training for Schools, 1919 Edition, you will see that the efforts of this training is divided into two parts:—

1. Physical Effect.

- (a) On the general Nutrition.
- (b) Corrective.
- (c) Developmental.

These are interdependent of one combined effort.

2. Educational Effect.

On the foundation of the character and the development of the higher mental and moral qualities.

In the first the general exercise is aimed at securing easy movements of the extremities and the trunk and on exerting a beneficial effect on both the heart and lungs. Corrective exercises are used to correct malpositions, mouth breathing, as for example, the child with a flat chest, protruding abdomen, flabby muscles and shuffling gait. Developmental exercises embodies the whole of physical training and is carried out gradually and progressively, so that the Bones, Muscles, Heart, Lungs, Brain and other organs are developed in a manner which will not unduly develop one part at the expense of the other.

The Educational effect may be measured in two ways. First, by the direct effect on the brain and body, e. g. physically. Second, by the training in concentration and initiative, in self-control, self-restraint, and in playing the game with others. Children naturally become interested in physical training when it is carried out in a scientific manner, and as they develop and the exercise becomes more advanced, the realization of the benefits become more manifest, they take more kindly to games and play them with a better spirit. It is during this later stage that the opportunity is ripe for instructing them in hygiene and health rules and in inculcating the detrimental effects of alcoholic beverages and narcotics, as it is a well established fact that both of these retard physical and mental development. That the physical and mental side are closely allied, you will readily see. What could be more pitiable than the sight of a fairly well developed young man in the later stages, of adolescence, assuming the pose by physical distortion the "Lounge Lizard," if it is not the young girl cultivating the "debutante slouch."

Natural man, just as the child, would not require physical training if

we were living in a natural age. As this is an artificial age, civilized if you like to call it, we are called upon to make up for certain losses so that we may more fully partake of and enjoy the gains. Hard work, beneficial and worthy as it is, does not do this.

Physical training has been placed on a scientific basis. The Educational authorities all over the world have recognized this and are making every endeavor to put it into effect. The progress is slow, in some places snail like. There isn't anything spectacular about it, in that way it is like all other educational training, the benefit of work done today can only be realized upon in 10, 15 or 20 years, or even longer. It does not aim at developing specialists in any branch of athletics, but in raising the general physical standard of the people as a whole. That this is a necessity, no one who takes the time and trouble to investigate will have any doubts about. We are increasing our hospital accommodation both in regard to physical and mental ailments. The homes for mental deficient and incurables are overcrowded, and are not all our institutions full? Research workers in my own profession are doubling their efforts to find a solution to the many problems confronting us and the new science of Preventative Medicine is making strides, but unless preventive measures are adopted more fully in the matter of physical training in our schools, it is questionable whether the general health of the people as a whole will be greatly improved.

That there is a problem in the teaching of this subject no one doubts. First, there is the difficulty in finding time with an already overburdened curriculum. Second, the Economic. The solution to the first must be found by the technical or professional advisors to the Department of Education, while the solution to the second should not be difficult. To carry out

this training, no expensive gymnasiae with luxurious fittings and apparatus are necessary, it is only in the matter of supervision that an outlay will be necessary, and this will be widely distributed so that the burden will not be heavy.

The question is not merely one of finance, but the willingness and enthusiasm of the teacher with the co-operation of the parents and unless this be obtained, we are bound to lose out.

When you consider the total amount of time lost and money expended each day in this province for illness and that a great deal of this waste may be curtailed, not only by preventative medicine but by a well carried out system of physical training in our schools, which is the very essence of preventative medicine. I am confident that from an economical point of view, the country will be able to effect a considerable saving.

The Stratheona Trust Fund exists for the purpose of encouraging physical training in the schools and should be utilized. If I have been correctly informed there has been a marked degree of apathy displayed by the school authorities in regard to the utilization of this fund.

If we are to succeed and make the progress in this country that we should make, we must have a people who are strong and healthy, mentally and physically. That we must develop by early training the ones who are not blessed with a good physique, so that they will not be handicapped to the extent that they now are. That the health of the people may be better secured, that the waste of time and money through illness may be curtailed, that the children may develop and enter into adult life with a good strong physique, and mentally equipped, so that they may successfully engage in the battle of life on equal terms with those of other nations.

Many Grades—One Teacher

For one teacher to handle successfully many grades in one room is a problem. In an ideal system of education it should be tackled only by the most experienced teachers, but unfortunately in the West it is the inexperienced teacher who has to do it.

Can such teachers be provided with special help in handling this problem?

We advise you to attend the short talk, offering a solution to this problem, by Mr. F. H. Brooks, B.A., at the Teachers' Easter Convention (School Management Section).

Elementary

SEAT WORK—FIRST HALF YEAR

I.—Words as Wholes

1. Have pupils match identical words.

a. Give pupils envelopes containing small cards representing several duplicates of each of a number of words. Have them group these into as many groups as there are different words.

b. Give pupils envelopes containing large tagboard cards on which are hektographed lists of words, and small cards (one word on each) representing duplicates of the lists. Have them place the small cards on their desks to correspond with the order of the words on the large card.

Vary this exercise by having pupils place words to correspond with the order of those written on the blackboard.

c. Make hektograph copies of large sheets ruled into oblongs, 1"x2", writing words in every other row of oblongs. Give to each pupil one of these copies, together with an envelope containing duplicate words on cards 1" x 2" and have them build into the vacant oblongs, the same words as are written just above them on the sheet. Give pupils several copies of each word to build one up on the other.

d. Have pupils make small booklets and in them paste words which they can recognize at sight. Allow them to use as many copies of any one word as they can find. Old magazines, torn into sheets and given to the pupils will supply the necessary words.

2. Have pupils match names and pictures.

a. Give pupils envelopes containing small cards on which names are written and small outline pictures printed off on the hektograph or cut from magazines and pasted on cards. The pictures may be left in one large sheet with room enough below each for the corresponding word, or each picture may be cut out by itself, in which case it may be placed in the envelope. Have pupils match pictures and words.

Teachers should have no difficulty in finding suitable pictures to serve as copies in hektographing material for this device. They may be found in the backs of magazines of all descriptions, including teachers' journals, in the catalogues of publishing houses, and in sets prepared for this purpose and sold by publishing companies.

b. No. 314—The Menagerie Printing Blocks manufactured by Baumgarten & Co., Baltimore, Ind., is a little set of twelve animal stamps and the twelve words representing the names of these animals. This is a very useful set not only for Primary teachers, but is a delight to the children themselves for making booklets, etc.

3. Have pupils match colors, forms, numbers and words.

a. Make sets of envelopes containing several pieces of paper representing each of the six colors, and word-cards representing the names of these colors. Have pupils match.

b. Make sets of envelopes each containing several squares, oblongs, triangles and circles, together with word

cards representing these forms. Let pupils match.

c. Make sets of envelopes containing colored forms, together with word cards representing descriptive phrases, e.g. "a red circle," "a blue square." Have pupils match.

d. Make hektograph copies of large sheets ruled into two-inch squares, containing the names of forms. Give each pupil a copy, together with a supply of colored wooden lentils, having him place them in the squares according to the name of the form written in each, e.g. "circle," "square." If a color word is combined with name of form it makes for much greater variety, e.g. "green circle."

e. Make copies as for "d," writing in squares words suggesting number instead of form, e.g. "one," "three," (keep numbers down to ten.) Have pupils place in squares the right number of lentils.

f. Make copies as for "d," calling for number and form, e.g. "four triangles."

g. Make copies as for "d" calling for number and color, e.g. "five yellow."

h. Make copies as for "d" calling for number, color, and form, e.g., "six red triangles."

i. Make copies as for "d" writing a different suggestion in each square so as to give review of "d," "e," "f," "g," "h," and "i" all in one exercise.

4. Have pupils make cuttings and drawings representing words.

a. Give each pupil a card on which is hektographed about twelve words which are names of common objects. Let him draw a picture or make a cutting illustrating each word.

5. Have pupils illustrate phrases with crayons. Write on board phrases such as: "a green leaf," "a red flag," "a black dog." Have pupils illustrate them.

II.—Sentences

1. Have pupils match identical hektographed sentences.

In order to adapt this suggestion to beginners teachers should give a number of sentences almost but not quite alike.

2. Have pupils place separate sentences on desks to correspond with the order on a card or on the board.

Later, cut half the sentences into separate words and have pupils rebuild to match copies.

3. Have pupils place hektographed sentences giving color and form under the colored forms.

Use variety of sentences, e.g. "This is a green square," "I have," "Do you see?" "Here is." Later cut up the sentences and have pupils rebuild them.

4. Have pupils paste on paper, from board copy, sentences which have been cut into words. Encourage children to take them home to read to parents.

5. Have pupils place under a picture one or two descriptive sentences written on cards.

Several pictures with corresponding sentences may be given to one pupil as one exercise.

III.—Phonics

1. Have pupils match identical script letters.

2. Have pupils group words according to initial letters.

a. Placing in squares or oblongs which are hektographed on large sheets and marked with letters, words of some initial letter written on small cards.

a <div>and</div>	c <div>can</div>
b <div>bad</div>	d <div>do</div>

b. Placing groups of words on desks in the same order, with reference to initial letters, as letters placed on cards.

c. Placing words in groups according to their initial letters.

3. Have pupils group identical two-letter short vowel family names into groups. Make this exercise constantly more difficult by increasing the number of family names.

4. Have pupils place words on desks

under family names to which they belong

First give them strips of paper on each of which are written, in a horizontal line, family names corresponding to those in words to be placed under them.

ap	un
sap	run
tap	fun
cap	sun

Later, substitute for the strips the family names written on separate cards the same size as the word cards. Have pupils find these, place them at the top of desks, and then place corresponding words under them.

The above suggestions are for script. The whole series may be adapted so as to match print with print or script with print.

IV.—Reading

1. Have pupils review blackboard lessons.

The teacher may copy on a bit of tagboard each interesting blackboard lesson, that seems suitable for future seat reading. Accompany it with a small envelope containing the lesson cut into sentences. Make a set large enough so that each member of class may have a different one.

Have each pupil first read the lesson on his tagboard and then place the sentences from the envelope in proper order to correspond to the teacher's story. Later cut the sentences into phrases or large parts. Still later cut them into words.

The same idea may be carried out by means of duplicate copies of discarded primers.

2. Have pupils read easy new lessons.

The teacher may compose or copy from Primers not used in her school, a set of very simple but very interesting lessons on familiar subjects using pictures frequently instead of words and in most cases illustrating with drawings or suitable pictures.

The independent reading of these lessons serves as a stepping stone to the reading of primers as a form of seat work later.

3. Reading directions on blackboard or individual cards for drawing, coloring, cutting, modelling, etc.

a. A hektographed sheet for each child containing outlines of objects and directions for coloring, e. g.:

(1)

A blue bird.

A black dog.

A white pig.

A yellow cat.

(2)

Color the barn red.

Color the tree green.

Color the pig black.

Color the sun yellow.

(3)

Color the boy and the sun.

Color the boy brown.

Color the sun yellow.

(4)

This pig is black.

This hen is brown.

This cow is red.

(5)

Color the house red and green.

Color the bed brown and yellow.

Color the chair green and brown.

Color the table brown and red.

(6)

Color the pig one color.

Color the dog two colors.

Color the cow two colors.

Color the hen three colors.

b. Supply patterns for children to trace so that there will be no discouragement through inability to draw, e.g.

(1)

Color Jumping Jack five colors.

Color his eyes blue.

Color his ears yellow.

Color his nose yellow.

Color his mouth red.

Color his hands brown.

Color his feet black.

(2)

Color three fish.

Color one fish orange.

Color another fish orange.

Color another fish yellow and black.

c. Freehand paper cutting and drawing.

- | | |
|---|---------------------------|
| (1) | Make three triangles. |
| Cut a pig. | Make a yellow square. |
| Cut a dog. | (2) |
| Cut a cat. | Make a house. |
| (2) | Make a fence. |
| Draw a hat. | Make some trees. |
| Draw a flag. | (3) |
| Draw a top. | Draw a bare tree. |
| 4. Have pupils do stick or peg lay-
ing. | Draw a fir tree. |
| (1) | (4) |
| Make a square. | Draw a tree. |
| Make one oblong. | Draw a robin in the tree. |

News and Gossip

Brandon Normal Notes

The Christmas season was a very busy one for the Normal students. The annual Christmas concert required much thought and preparation but also showed the ability and talent waiting for just such an opportunity to show itself. It was a great success, which was ample reward for all effort.

Developing out of the Dramatic Society, which was organized at the beginning of the term, we have what is called a "Little Theatre Club." It consists of members of the student body, staff and Brandon citizens, who are interested in this work. Several plays have been read and staged, and the students are at present at work on a play, "Just like Judy," which will be put on in the near future.

We have periodically been receiving lectures on modern agriculture from authorities of the Brandon Experimental Farm. These have proved very helpful and enable the teacher to hand on his or her knowledge for the betterment of those he comes in contact with.

In the district of Brandon there is to be a musical contest held, in which students of Public, High, and Normal schools will compete. In order to create more interest and develop musical talent, which to a certain extent is a part of everyone, this will

be an important event for all. The students here are competing with various High schools and normal departments, and great interest is being shown in this work.

The students and friends were entertained at an open "lit" put on by all branches of school activity. Choruses, dances, readings and plays held the rapt attention of the audience, while the boys in their tumbling acts held the audience in breathless wonder.

The Valentine dance was an interesting event of last week. The hall was beautifully decorated to represent a Japanese Garden, and the music contributed by the bewitching "Goblins" was all that could be desired.

Lillian Papkin,
Correspondent.

News From Altamont

A mixed team of boys and girls from the rural schools of Midland, Manitou and Victory, Altamont, played a game of football on the Victory School grounds on the 22nd February. It resulted in a victory for the Victory School, the score being 3-0.

We discovered however that the girls were just as good kickers as the boys.

Sometime soon Victory are to journey to Midland for a return game.



Trustees' Section

TRUSTEE RESPONSIBILITY

No greater responsibility can be assumed by any individual than that of "Trusteeship" and particularly so when relating to our Public Schools we seem to overlook the fact that practically what we are and all we have is due to or by virtue of the common life of the people who surround us in our daily life and work. It is generally admitted that about all we bring into this world with us is just the power to respond to environment. You will see how important our responsibility in creating the right kind of environment.

In the Province of Manitoba last year we find there were 148,763 children of school age attending public school, and as such, accepting the training for citizenship that our system provides. Of this number about 90,000 were attending rural schools, so that 60% of the preparation for future citizenship takes place in our rural schools.

The thought occurs to me that the effort to educate our rural population is out of proportion to the actual requirements by virtue of the number enrolled.

The Department of Education is fully seized with the magnitude of their task and in their endeavor to successfully take care of the situation are accepting new governmental responsibilities each year.

The number of teachers employed last year was 4,096, involving a salary cost of \$4,984,111. This amount added to the general cost of education brought the total up to \$10,249,476 for 1927.

Now it does seem that an expenditure of over ten million dollars is entitled to more consideration and supervision than it receives at the hands of the School Trustees as the average school board is constituted and operated today. We find it an all too common practice in Rural Manitoba for school boards to meet once a year only, which certainly cannot be considered as good trusteeship and positively is not a good enough expression of interest in such important work.

A much discussed question on almost every lip today is our Immigration Policy, and it may be interesting to note how this brings an added responsibility to our local school board.

In 1926 there were 135,984 immigrants settled in Canada, of which number 66,450 were now Anglo-Saxon, and of this latter number 24,000 were children of school age. The majority of these non-English people settled in Western Canada, just how many in Manitoba I am not in a position to say but we received our share. Now if these people settled in the older districts they would no doubt be absorbed in the natural school population of the respective districts, but just as soon as they take citizenship in these localities an added responsibility falls on the district to set up and keep prominent our higher ideals of Canadian community obligations, and when we are told that 48% of the school children of Rural Manitoba are of non-Anglo Saxon parentage we should see to it that much effort is put forth to see that the superior qualities of Canadian ideals are developed, so that the new comer

may be given a chance to blend whatever good qualities he may have brought with him to ours and eventually come forth a good Canadian citizen.

This can only be done through effort on the part of School Boards acting in behalf of communities and setting up:

- 1st. Good schools, with good equipment.
- 2nd. Beautifying of school grounds.

- 3rd. School ground supervision.
- 4th. Health and medical inspection.
- 5th. Efficient teachers.
- 6th. Co-operation of teacher, trustee and parent.

This being accomplished and an honest effort on the part of the board to see the school work carried on in a way embodying the above suggestions then, and then only, will we have discharged our duties as trustees.

Children's Page

Jack-of-the-Inkpot

I dance on your paper,
I hide in your pen,
I make in your ink-stand
My little black den;
And when your're not looking
I hop on your nose,
And leave on your forehead
The marks of my toes.

When you're trying to finish
Your "i" with a dot,
I slip down your finger
And make it a blot.
And when you're so busy
To cross a big "T"
I make on the paper
A little Black Sea.

I drink blotting-paper,
Eat penwiper pie,
You never can catch me,
You never need try!
I leap any distance,
I use any ink,
I'm on to your fingers
Before you can wink.

—Algernon Blackwood.

EDITOR'S CHAT

Dear Boys and Girls:—

Once more we have arrived at the month of change, the month when winter becomes spring and Dame Nature calls in her strong winds and all her spring helpers to houseclean the

world and make it ready for the beauty of April. We always think of March as the windy month, and there is a reason, and a good one, why wind in March is to be desired. The land is all soaked and sodden, but it must be

ready for the seed when the farmer is ready to sow. How can this be brought about? Why, the wild March winds blow over it, and the drying earth yields to the plow and harrow, and the bed is prepared where the baby seed may grow and produce food for the world. When the top soil is thus opened and harrowed fine, it preserves the moisture down low in the earth that helps to nourish the tiny rootlets when they push their brave way into the darkness.

There is one outstanding day in March, which like a green arrow pierces the month right through the middle—St. Patrick's day. You all know that you see a great many harps, pigs, snakes, and shamrock leaves around on that day; that you are sometimes offered very poisonous looking green candy, and that unnatural green carnations may be seen in the florist's window, but do many of you know anything at all about St. Patrick except that he was Irish, and that you wear shamrocks on his day if you can claim a drop of Irish blood. Well, farther down on the Page we will tell you a little about St. Patrick.

Early in April there is a great Christian festival, and because the Journal is late in coming out we will speak of that great day here. It is Easter, the day which is all the meaning of spring. Two thousand years ago Christ rose from the darkness of the tomb and moved among and talked to men again. Just as each spring the flowers rise from the earth and bloom again, the dead looking trees send forth their leaves, and all nature wakes to life after the death of winter. These signs of spring are symbols or pictures of that greater rising from the dead—when all those who lie in the grave as Christ did, will rise again to a greater life. Remember this about spring and Easter, they are so woven together that they really mean the same thing if you just remember.

St. Patrick

There are at least four countries that claim the honor of St. Patrick's birth, but though the place is uncertain it is known that he was born in the year 372. When he was only 16 years of age he was carried away by pirates, a far from happy fate, and by these rough men he was sold as a slave to an Irish land owner. Here on a mountain in county Antrim he tended the swine for seven long years. During all this time he learned the language of Ireland and the habits and customs of the people, and finally he escaped, and after many wild adventures he reached the continent. He studied for the church and finally returned to Ireland to preach the gospel to the heathen inhabitants.

At this time Ireland was ruled by the Druids, cruel heathen priests who were feared by the ignorant people as magicians and wonder workers. St. Patrick, however, had some magic of his own, and he eventually got rid of the Druids by means (so the old stories say) of cursing their lands, so that they became bogs, their kettles, so they could not boil their foods, and finally themselves, so that the earth opened and swallowed them up!

A legend tells that one cold morning St. Patrick and his followers found themselves on the side of a mountain, very cold and very hungry. The Saint instructed his followers to gather a pile of ice, and when they had done so he breathed on it, and immediately a warm fire glowed in the ice heap.

The most famous legend tells of St. Patrick driving the snakes from Ireland. He beat a drum, and they say he did so with such strength that he broke the drum head and thereby almost ruined the miracle. However, be that as it may, there are no snakes in Ireland, and when a few years ago some one for a joke brought five harmless snakes from the London Zoo to see if they would die and they escaped from the grounds where they were housed and were found crawling in the country, people were panic stricken

and predicted fearful things, such as the end of the world, a plague, and so on. The snakes were killed, however, and nothing strange happened, and so there you are.

A great many towns and counties in England, Scotland and Ireland bear the name Patrick as part of the word, such as Downpatrick, Patterdale, Kilpatrick, Dalpatrick, and so on. It is said that all these towns mark places where once St. Patrick lived or preached.

Of course you must not believe all these wild stories about this popular Saint, for they are what is known as

Legends, stories handed down from generation to generation through word of mouth, and with true Irish imagination they have grown and grown. Only remember that St. Patrick was one of the early Christians and that he did much to bring civilization and Christianity to the British Isles. The shamrock, with its three leaves united in one was used by St. Patrick to illustrate the Holy Trinity, God the Father, God the Son and God the Holy Ghost, and it has since become the national flower of Ireland and the leaf of good luck.

So much for St. Patrick's day.

THE BIRD THAT HELPED KING WILLIAM

(Ruby Denton)

There are stories of large birds, like eagles, which have flown overhead when armies were fighting, and there is a story of geese that heard an enemy coming in the night, and made such a big noise that they awoke the soldiers in time to save the city, but can you imagine a tiny bird like a little wren doing such a thing?

The story comes to us, told as really true, that two hundred and thirty-four years ago King William of England was having a hard time with an enemy that often gave him trouble, and one night his men were so tired that they fell asleep almost as soon as they had eaten their evening meal.

One drummer boy used his drum for a table, and lay down by the side of it after eating, leaving crumbs on the drum head. It was not late enough to be very dark, for it was summer, and one hungry little wren was still hunting for an extra bite or two for supper, and saw the crumbs on the drum.

So, without any fear of the sleeping boy by the side of the drum, down she flew, and began picking up the crumbs with her sharp bill.

Tap—tap—tap, what a funny noise that table made, thought the wren.

But the crumbs were very good, so she tried again, and again her beak made a sharp tap—tap—tap, and this time the drummer boy heard it, and, frightened by the sound of his drum, he sat up quickly, and away flew the wren.

And then the boy heard another sound that he knew. He heard some one coming, and then how he did beat that drum until every soldier was awake and ready for the enemy. They won the battle. And if Mrs. Wren had not been hungry enough to eat the crumbs from the drum, the army might have been surprised and beaten.

Of course the wee bird did not know how it had helped, but often since in England the story has been told; and, even though a wren is so very small that it cannot compare with an eagle, its praises have been sung because what it did that evening helped save a great country from a great loss.

The next time you see a wren, notice what a sharp beak it has, and then you will feel sure that if a drum were right by your head, and a wren played tap-a-tap on it, you would awake as the drummer boy did.

Health Department

HEALTH NOTES

In 1926, nearly one-third of the 1,285,927 deaths in the registration area of the United States were due to cardio-vascular disease, Bright's disease, and cancer. Heart disease caused 209,370 of these deaths, leading pneumonia, the next most frequent cause of death, by more than 100,000, and establishing a rate of 109.9 per 1,000 deaths. This was an increase from 191,226 deaths and a rate of 185.5 for 1925. In 1870, the four leading causes of death were tuberculosis, diphtheria, scarlet fever, and typhoid fever. Of these, tuberculosis is now the only disease contributing largely to the death rate in the United States, ranking fifth.

"These figures are indicative of the changes which have taken place in medicine and public-health measures within the past fifty years." "The average duration of life has been prolonged by the conquest of diseases which attack in the earlier years of life, and a greater proportion of the population survive to an age at which they are subject to the diseases of later life, notably the so-called degenerative diseases. Meanwhile, very little progress has been made in the prevention and treatment of these diseases, so that the individual who reaches the age of fifty has today no greater expectancy of life than he would have had one hundred years ago."

THE PLACE OF HEALTH EDUCATION IN EDUCATION

General education for some time has been going through a period of unrest. Every phase, at every level from the nursery to the graduate school, is being reorganized and reformulated. No one really knows with certainty what the outlines of education should be. Dr. Franklin Babbitt of the University of Chicago gives us the aim toward which this reorganization is trending.

He says, "More and more we are coming to see that education must be the wholesome upbringing of human beings, and that this upbringing is a process of normal living rather than a mere cold storage of subjects. It is not improbable that when education is reorganized in the ways that at present appear to be promised, it will be very, very different from the perfunctory mechanical mass management of impersonal units called pupils which we have now. It will be a process of growing human beings."

The problem of health education is going through the same revising process. So much emphasis has been

placed on physical examination and the correction of defects that the aim of health education has seemed to be to produce good human machines of correct weight, with good eyes and teeth. However important this may be, it is only one phase of a most complex problem, and the least solved of all the subjects in the educational program.

Education an Individual Problem

Health education is one of the ingredients of general education, and in formulating a program for this phase of education we search for guiding principles in the field of education. We find first: emphasis placed upon the promotion of the quality of living; second: knowledge which influences behavior and makes for better quality of living is the result of activity; third: life is individual, hence activities must be individual. In this new education there can be no mechanical mass teaching of impersonal pupils. In this sense education cannot

be separated into compartments into which certain bits of knowledge are poured.

The child's first business is to grow and develop. Our ultimate objective is the healthy child. The problem that confronts us is the choice of subject in our program and the method of procedure. In general, the subject matter must be chosen on the basis of the health needs of the children. These can be found out by means of the health examination and a habit survey. Primary emphasis is naturally placed upon habit formation. The method will be based upon the experiences of the children and will be a series of activities continuous through all age levels and woven in their natural relationships in life.

For example, nutrition and physical activity are essential parts of the subject matter. Habits, attitudes and knowledge regarding food would begin in the first grade with simple food selections possibly growing out of the child's own questions of how he might grow and attain normal weight.

Playing store, choosing his own school lunch, making posters from pictures found in magazines, furnish many activities for the early grades. Many group problems can be found which will be of great interest to children in the intermediate grades. By definite natural progression, grade by grade there is developed a sense of responsibility and self-direction in nutrition health.

In the same way, physical activity can follow the educational principles we have given and make a very definite contribution to our objective—the promotion of improved quality of living. The physical activity program can consist of a series of activities which grow in content grade by grade from exercises using big muscle groups, to games of high organization; athletics, sports and hikes. If the choice has been educationally sound, they will satisfy biological needs and will naturally grow into life habits of activity.

No health program today would include only physical problems. The mental, social, and emotional health play a very large part. Courage, honesty, obedience and co-operation are as specific and definite aims as clean teeth and well balanced meals.

Trained Teachers Essential

To make any progress in health education we must have trained teachers. A health vision can only be given them in our teachers' colleges and normal schools. Here the student teacher has an opportunity to study her own health, is helped to remove handicaps, is given a desire to attain a high standard of personal health and develops a health consciousness. We cannot hope to realize our objective—healthy children—until superintendents and school boards demand in their teachers a high standard of health as definitely as a high standard of scholarship and good training in academic methods. This would mean that our normal schools would add to their requirements for graduation, honor points in health.

We have been accustomed to think we must have as a basis for health instruction courses in certain fundamental sciences—biology, chemistry, bacteriology, anatomy. These we have considered as preliminary and have topped off with informational hygiene and a little consideration of devices for imparting this information to children. Why not begin with the study of how to live efficiently, how to attain physical, mental and emotional health? Why not find the motivation for the study of the sciences in the health courses? Find out how much and what bacteriology our students need to know for self-protection and community health. What control does anatomical knowledge give over health? How can biology help our young people solve the tremendous problem of living wholesomely in these days when old ideals seem to have passed before new ones have been established? The so-called "revolt of youth" might be given self-direction in its search for truth.

If our ultimate objective is the healthy child, the teacher in training needs to know the characteristics of a healthy child and to be able to recognize any deviation. She must be able to control intelligently the cleanliness of the school, the lighting and ventilation so as to make the environment of the children as healthful as possible. She will make an actual analysis of a teaching job, of a community need. Her psychology training will be practical so she can apply its principles to incidental teaching and correlation. Even though we know that attitudes are better built up by frequent repetitions in varying situation, than by single references, and that there is

real value in indirect health instruction, yet dependence on this method alone is apt to result in very disconnected and incomplete knowledge. Nature study, science, history, all have significant contributions in our health education program, but to be complete and to meet every need there seems to be necessary a definite time set aside on the daily schedule with some specific health teaching. We need to solve the problem of organizing a progressive, scientific, unified, educationally sound health program which will help realize our objective—healthy children, in a healthy community, in a healthy nation.

—By Glenadine Snow, M.D.

Junior Red Cross

Booklets from and to Ontario

Mention has already been made of the Ontario Portfolio with its set of six booklets which has been visiting the schools in Manitoba during the past year. Although these reached Manitoba late in the school year five return booklets were quickly and enthusiastically prepared. The sixth school was forced to decline the project owing to the teacher's illness. These five Manitoba booklets are briefly described in this month's "Manitoba Teacher" to which readers of this journal are referred.

The most interesting feature of the Ontario Portfolio is the booklet which accompanies it—about 12 pages of lined paper bound in a thin cardboard cover, in which the directors of Junior Red Cross branches are invited to record their opinions of the project. It is called "The Adventures of the Ontario Portfolio in Manitoba." More effective than a description of these contributions to the booklet would be to give their actual wording. In connection with Booklet No. 1 from the

Willing Workers of Windsor School, St. Vital, Miss Orr, the director writes:

"Through Mrs. Speechly's kindness we have had in our school for the past two weeks the six portfolios which were prepared by the Ontario Juniors. As there are six classes in our school and we all wanted them for a few days we kept them perhaps a little longer than we expected. We all enjoyed them very much.

"The Primary teacher was very interested in the portfolio prepared by the Grade 2 Ontario Juniors and she is going to try some of the art suggestions with her class.

"In my own class, which is Grade 6, we found the Colbourne booklet of great interest, and we tried out the calculation test in Arithmetic given on one of the pages, much to our satisfaction. The children after looking at the portfolios endeavored to become better acquainted with the location of the towns from which the portfolios were sent by finding them on their maps.

"We were all very pleased and wish to thank the Ontario Juniors for their booklets. We send our best wishes for success to them.

"The pupils also wish to thank the Red Cross for making it possible for this exchange, for we feel it has given us a more friendly interest in our sister province Ontario."

The director of the We-Wo-To-Se Branch, Bluff Creek, Miss J. Reid writes:

"Our school was fortunate enough to be one visited by the Ontario Portfolio on its journey through Manitoba, and we wish to express sincere appreciation for the honor.

"Ours being a rural school with many grades, we enjoyed both the Junior and Senior booklets.

"By the aid of these booklets Peterborough and Colbourne became "real" places instead of mere names on a map. We tried some of the examples in art work, and read the descriptions of the different places as lessons in oral composition.

"We thank the members of the Junior Red Cross of Ontario for this pleasure. They have helped us to realize that we have friends beyond the bounds of our own province, and that we are united in our great cause."

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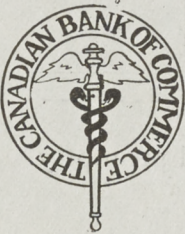
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